

Falls Lake Academy

Think globally, act locally. [Stuart Grauer](#)



CHARTER SCHOOL APPLICATION

Schools opening in the fall of 2013

Due by 12 noon Friday, April 13, 2012

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

**CHARTER SCHOOL
2012 Application Process
To open a charter school in the 2013-2014 school year**

TIMELINE

APPLICATION DUE DATE/TIME

- | | |
|------------------------|---|
| APRIL 13, 2012 | A complete application package must be received in the Office of Charter Schools by 12 noon on <u>April 13, 2012</u> . If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance. |
| APRIL 20, 2012 | Copy of the application due to the Local LEA. |
| MAY 11, 2012 | LEA Impact Statements due to the Office of Charter Schools |
| MAY, 2012 | Public Charter School Advisory Committee receives applications and begins the process of reviewing applications ahead of their initial meeting. |
| JUNE/JULY, 2012 | The Public Charter School Advisory Committee meets and discusses applications. Candidates receiving the highest ratings will receive interviews. |
| JULY, 2012 | Charter School Advisory Committee interviews candidates and makes recommendations to SBE for preliminary charter school approval. |
| SEPTEMBER, 2012 | SBE votes for applicants which will begin their preliminary planning year training with final approval to be granted in March of 2013. |

*The Office of Charter Schools must receive the entirely complete application package no later than **12 noon on April 13, 2012**. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238.29B(d) within 7 days.*

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IX.APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Falls Lake Academy

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Falls Lake Academy, INC.

HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: Yes No

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Andrew Peterson

TITLE/RELATIONSHIP TO NONPROFIT: Board Chairperson

MAILING ADDRESS: 2002 Zbonack Court

PRIMARY TELEPHONE: 919-622-6173 **ALTERNATE TELEPHONE:** 919-528-7558

E-MAIL ADDRESS: Apeterson.gplaw@gmail.com

Location Proposed Charter School (LEA): Granville County

Conversion:

No: X

Yes: If so, Public or Private:

If a private school, give the name of the school being converted: **N/A**

If a public school, give the name and six-digit identifier of the school being converted: _____ - _____ - _____

Description of Targeted Population:

The population of Falls Lake Academy will be reflective of Granville County. According to the 2010 census, Granville County’s residents were approximately 60% Caucasian and 40% minority. We would strive to reflect this in our school’s population. However, Falls Lake Academy would not “target” any population in particular. Falls Lake Academy would be open to any student and would not be based on race, religion, creed, gender, academic ability, or gender. Students would not have to reside in Granville County to apply, although we anticipate the majority of our applicants would be Granville County residents. Although Falls Lake Academy hopes to serve a population of students who are proud of their community, all North Carolina residents would be welcomed.

Proposed Grades Served: K-12 Proposed Total Enrollment: 680 in Year 6

Projected School Opening Year 013 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-7	320		x
Second Year	K-8	360		x
Third Year	K-9	440		x
Fourth Year	K-10	520		x
Fifth Year	K-11	600		x

I certify that I have the authority to submit this application and that I was regularly involved in the development of this application. All information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

Title

Printed Name

Date

III. MISSION, PURPOSES and EDUCATIONAL FOCUS (G.S.115C-238.29A)

MISSION:

The mission of the proposed charter school is as follows:

Falls Lake Academy strives to meet the academic, social, and emotional needs of our 21st century learners to prepare them for citizenship, leadership, and success in a rapidly changing world.

Core Values:

We believe students with 21st century skills will become community leaders, as well as global leaders.

We believe students will excel academically and socially through community outreach.

We believe students benefit from challenging experiential and traditional learning experiences.

We strive for our school to be a community of eager students, dedicated staff, and committed families.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

Describe the community relationships forged in the preparation of the charter application. Provide information detailing how the community and parents have been involved in the formation of the proposed mission statement. Evidence of surveys, dates, times, and locations of public meetings discussing this proposed charter school can be used to demonstrate the level of public interest.

- Falls Lake Academy has approached community leaders and parents to discuss the idea of bringing a charter school to Granville County.
- Falls Lake Academy has received extensive input on ideas, the direction, and the goals for this school which led to the formation of the mission statement for FLA.
- Falls Lake Academy has collected several hundred letters of support, including letters from parents and elected officials
- Falls Lake Academy held two public interest sessions at South Branch Library on Saturday, March 17 at 2 pm and 3 pm. About 50 community members attended.
- Individuals who expressed an interest in Falls Lake Academy included:
 - Families with children in private schools
 - Families with children in homeschools
 - Families in Northern Wake County and Northern Durham County
 - Families who had applies to other charter schools and were on waitlists
 - Families from other counties who pay \$1,433 per year to send their children to Granville County schools

GOALS FOR THE PROPOSED CHARTER SCHOOL:

A description of the student achievement goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over time. A timeline should be included to highlight how the school proposes to meet its objectives.

- **90% of students will pass EOGs annually.** This goal will be evaluated annually when scores are released.
- **The school will make high growth annually.** This goal will be evaluated annually when scores are released.
- **Students will commit at least 10 hours of service time to the community each year.** Students and teachers will keep a log to track time that students have been involved with the community during and outside the school day. Each grade level will report this to the Curriculum Specialist, who will then report this to the Board annually.

PURPOSES OF PROPOSED CHARTER SCHOOL:

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

Improve student learning:

Students at Falls Lake Academy will be actively involved in their day to day instruction and in their community. Through the use of learning targets and formative assessment, they will learn to self-assess their progress toward academic goals and then to seek additional help if needed.

They will be trained in 21st century skills which will be used on every subject area. Activities requiring inquiry, collaboration, and communication will be sought as often as possible. These skills will be used to supplement and express learning of the curriculums.

They will serve their community in many ways. They will serve the members of their class community through class jobs, the members of their school community through a school service such as managing the lost and found, and the members of their larger community through a service project such as money collection for a charitable cause. These service opportunities will help the students learn about being contributing citizens in our world.

Falls Lake Academy will not be a place where students will sit passively and absorb information. They will be actively involved in their learning. They will learn in whole class, small group, and individual settings. They will use text books, trade books, and technology to gather information. They will speak and write, technically and artistically, convey their learning.

Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted:

In addition to the data teachers will collect using formative assessment, Falls Lake Academy will also use the Northwest Evaluation Association to assess student strengths and areas of need. The NWEA Measures of Academic Progress tests are computer generated adaptive tests which assess each child's individual performance and growth, whether the child is performing at, above, or below grade level. The data reports help the teacher target the specific areas in which a child excels and the specific areas where the child needs to grow. This data allows the teacher to focus on specific "holes" in the child's learning and seek ways to plug those holes. Rather than simply seeing a child who is not excelling in math, the teacher can see the specific part of the math curriculum in which the child needs help. This detailed information is invaluable to the teachers who work to help every child achieve academic growth and success.

EC students will be served through a primarily push-in model with the EC teacher working in conjunction with the classroom teacher within the general education setting whenever possible. When an IEP requires a separate setting, it will be accommodated. However, it is the belief of Falls Lake Academy that the least restrictive setting is always in the child's best interest.

Academically gifted students will be served through differentiated opportunities within the regular classroom setting. In addition, students not identified as gifted, but advanced in a certain subject or unit of study will also be challenged through differentiated tasks. Advanced students must also be provided with challenging experiences that help them grow academically.

Encourage the use of different and innovative teaching methods:

Teachers at Falls Lake Academy will be encouraged to seek methods that best suit their subject area. Lateral planning teams of the same subject areas will meet quarterly to share best practices in their subject area. Best practice resources will be created and maintained on a common staff area of the school web site for easy access by all teachers in that subject. Innovation will be encouraged.

Project based learning will be implemented at every grade level. At least once a quarter, all students will be assigned a project to complete collaboratively with peers. However, the skills needed to successfully complete such a project will be encouraged all year long. The ability to make an inquiry and form the support for a solution will be the basis for science labs and will also be encouraged in math and social studies classes. The skills needed to do research on a given topic or task will be taught and developed in the humanities and the arts.

Citizenship will be an ongoing theme. It will begin as the basis of the school wide discipline philosophy. Positive reinforcement for good citizenship will be a constant. In addition, the idea of service will be introduced to all students. Service will focus first on class, then on school, and finally on the larger community. Each grade level will develop their own service focus for their grade and for the larger community. A single grade level might select maintaining a flower bed as their school service focus and collecting pennies for a charitable organization as their community service focus.

Global learning will also be a focus at all grades. In most grade levels, the global focus will stem from the social studies curriculum. Students will continually compare and contrast their lives with the lives of children from the areas they study. They will use technology to virtually experience those places.

Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site:

The teachers at Falls Lake Academy will be selected based on their qualifications and experience, but also for their vision. They will be crucial to the development of the school in every way. For the programs outlined in this application to come to fruition, the teachers on staff must not only believe in them, but also continually work to make them better. To that end, a leadership team will be established with members from every grade and subject, from the teaching assistants, the EC staff, the administration, and the office staff. This leadership team will be tasked with researching, surveying, developing, planning, and implementing all school-wide special events, cultural arts performances, public open houses, and community outreach initiatives. In addition, they will be the implementation team for school wide teaching initiatives, such as those outlined in NCFALCON.

Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system:

Parents will select Falls Lake Academy as their school of choice for their child because they seek a focus on citizenship, leadership, and 21st century skills.

Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems:

Falls Lake Academy will administer all state required testing including all EOG tests, EOC tests, state writing tests, and any alternate test versions such as NC EXTEND tests. The expectation of the Falls Lake board of directors is that the school will achieve high growth, when these test results are analyzed. It is our hope that with continued progress the school will achieve the designation of Honor School of Excellence when these tests results are analyzed.

To be designated as an Honor School of Excellence, at least ninety percent of the students' scores must be at or above Level III and the school as a whole must make or exceed its expected growth goal and the school must make adequate yearly progress (AYP). In the year 2013-2014, for a school to meet AYP, they must have 100% of students in each demographic achieve a level III or IV. This is quite a goal to achieve in our opening year. However, all staff will be trained on formative assessment following the model outlined in the NCFALCON resources. In this model each teacher will post a learning target for each class period and formatively assess students on their mastery of this target. The posting of the target allows each student to know

YEAR	GRADES 3-8 (%)		GRADES 10 (%)	
	READING	MATHEMATICS	READING/LANGUAGE ARTS	MATHEMATICS
2010-2011	71.6	88.6	69.3	84.2
2011-2012	71.6	88.6	69.3	84.2
2012-2013	71.6	88.6	69.3	84.2
2013-2014	100	100	100	100

From <http://www.ncreportcards.org/src/performance.jsp>

Falls Lake eighth graders and tenth graders will participate in the ACT EXPLORE test to prepare them for such standardized tests. This test assesses knowledge in reading, math, science, and English. Unlike other standardized tests which analyze ability, this test assesses actual content knowledge and is a better predictor of success in college. The testing data for each individual will be shared with that student and his/her family. The teams will use the data as a whole to focus on curricular areas on which to focus for the following year. In addition teachers in the areas of reading/English, math, and science will work to ensure that all eighth grade students achieve mastery of the list of Nonnegotiable Knowledge and Skills for Eighth Grade Students to Be on Target for College and Career Readiness as indicated in the ACT generated text "The Forgotten Middle" located at <http://www.act.org/research/policymakers/pdf/ForgottenMiddle.pdf> . The teachers in upper elementary and middle school years will also give these skills special emphasis.

EDUCATIONAL FOCUS:

Describe briefly, limited to one page, the focus of the proposed charter school. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents, school systems, and in various documents produced by the Office of Charter Schools. It must be concise and relate directly to the mission of the school.

Falls Lake Academy is a new K-12 charter school opening in Granville County in August of 2013. As a charter school, Falls Lake is a tuition free, public school option for any student, regardless of his/her county of residence. It is the belief of Falls Lake Academy that our world is rapidly changing. New communication methods are bringing all corners of our world closer together. Technology is rapidly changing life as we know it. Students today must be prepared to enter this global world. They must be able to use the 21st century skills of inquiry, collaboration, and communication to experience their world and make sense of it. They must be able to ask questions, gather and apply information, and use that information to create products and solve problems. They must be able to collaborate with others and to see the value of that collaboration. They must be able to communicate facts and opinions in a variety of effective ways.

Falls Lake Academy will teach students the Common Core State Standards in math and language arts. These are curriculums approved by 48 states and taking effect in August of 2012. Falls Lake will teach the NC Essential Standards in all other subject areas. These are the most current curriculums approved by the state of North Carolina. Traditional and experiential ways to teach these curriculums will be sought, incorporating the 21st century skills and technology wherever they may effectively be used.

Project based learning will be a central component of learning at every grade and in every subject. Each quarter all students will have at least one collaborative, inquiry based project to complete. Often, these projects will mimic real problems the students might encounter in the world around them. Projects will usually involve researching and creating a solution to some type of problem and then presenting that solution in an effective way. In addition to the core curriculums, our students will be instructed in art, music, technology, and physical education as the arts and physical fitness are critical to developing well rounded learners.

A student of Falls Lake Academy will be well prepared to succeed in the academic and social rigors of higher education. In addition, they will have the foundational skills necessary to compete in a global workforce. Grounded in the safety of a community which values each and every one of them, students will seek ways to serve that community. Service to their class, their school, and their wider community will be an ongoing theme which will increase through the years. Falls Lake Academy is thrilled to play a role in the development of the citizens who will guide the future of Granville County, the state of North Carolina, and the United States. We invite you to join us.

IV. GOVERNANCE

NOTE: Please answer all sections completely. Do not use “same as LEA” or “whatever the law states”. Lack of proper documentation will jeopardize the application review.

PRIVATE NONPROFIT CORPORATION (G.S.115C-238.29E)

The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: Falls Lake Academy, INC

Mailing Address: 1134 Dutchville Drive

City/State/Zip: Creedmoor, NC 27522

Phone: 919-528-1205

Fax: N/A

Name of registered agent and address:

Larry Vaught

1134 Dutchville Drive, Creedmoor, NC 27522

FEDERAL TAX ID: Application in Progress

TAX-EXEMPT STATUS (501 (c)(3)) (G.S.115C-238.29B(b)(3))

The private nonprofit listed as the responsible organization for the proposed charter school has 501 (c)(3) status:

Yes (copy of letter from federal government attached)

X No

NOTE: The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (G.S.115C-238.29E(b))

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

If the Charter School plans to contract for services with an “educational management organization” or “charter support organization,” please specify the name of the company, address, website, phone number, contact person, fax, and email: Starboard Partners

- Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school. N/A

What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school. N/A

- Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students N/A
- Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO. An organizational chart showing the lines of authority should be included.
 - a. The governance structure would not be affected by the EMO. The EMO would serve as a paid vendor of Falls Lake Academy and would be under the guidance of the Board of Directors. N/A
- Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles .N/A

ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

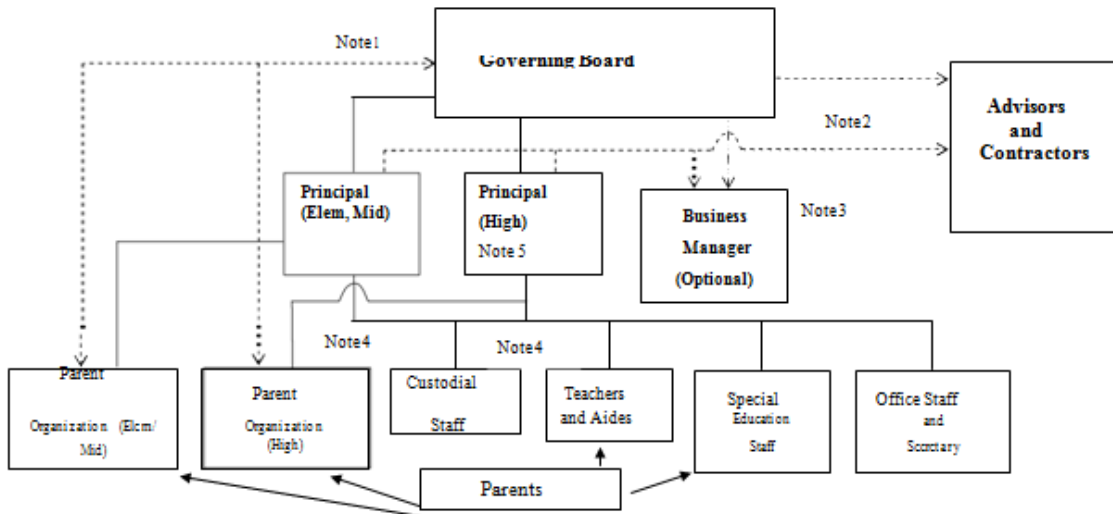
The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school as well as any advisory council. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.

I

Organizational Flow Chart



- Note 1: Two governing board members are assigned as a liaison between the Board and each Parent Organization (PO). However, each Principal remains the head of their respective campus.
- Note 2: Advisors, consultants, and contractors may be hired by the Governing Board or Principal by majority vote of the Board.
- Note 3: Business Manager services may be hired out to an outside service provider with Board approval.
- Note 4: Each Principal shall have staff oversight responsibility of his/her respective campus, and not the other.
- Note 5: Future determination will be made if separate High School Principle is to be added

- *Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years.*

Andrew L Peterson

2002 Zbonack Court, Creedmoor, NC 27522
Home: 919 528 7558 – Cell: 919 622 6173 apeterson.gplaw@gmail.com

Professional Experience

Managing Partner / Attorney

April 2008 to Current

Goddard & Peterson, PLLC, Attorneys at Law – 16 W. Martin St. Ste 604, Raleigh, NC 27601

Associate Attorney

January 2005 to March 2008

Bryant Patterson Covington Idol & Lewis, PA, Attorneys at Law – 103 W. Main St., Durham, NC 27701

Teaching Experience

Adjunct Professor

Fall 2004

Louisburg College – Louisburg, NC

Adjunct Professor

Spring 2003 to Spring 2005

Vance Granville Community College – Main Campus and South Campus

Education

North Carolina Central University School of Law – 2003

Durham, North Carolina

Juris Doctor

Clemson University – 1997

Clemson, South Carolina

Bachelor of Arts – Sociology

Bachelor of Arts – Speech and Communications Studies

Executive Profile

- Mr. Peterson concentrates his practice in the areas of foreclosures, civil litigation, and criminal and traffic offenses.
- He has also taught “CLE” or Continuing Legal Education classes to other attorneys in the areas of Expunction Practice and Ethics.
- He serves in his community as a former President of his Home Owners Association, as well as serves on the Creedmoor United Methodist Children’s Council.
- He is a member of the North Carolina Bar, North Carolina Bar Association, National Association of Criminal Defense Lawyers, Wake County Bar, and the 10th Judicial District Bar.
- Mr. Peterson is licensed to practice law in the State of North Carolina and before the U.S. Federal Court for the Eastern and Middle Districts of North Carolina.

Timothy Slaughter

3181 Hardie Street • Creedmoor, NC 27522

EDUCATION

Vance Granville Community College, Creedmoor, NC

2011 - Present

Nashville Auto Diesel College, Nashville, TN

1999

EXPERIENCE

Service Manager, Quality Equipment LLC, Roxboro, NC

2011 – Present

- Manage day to day operation of the shop, consisting of five technicians, one delivery driver, and one service writer.
- Schedule shop and field work on John Deere agricultural equipment and John Deere lawn equipment, both residential and commercial.
- Communicate with customers regarding repairs to equipment.
- Follow proper warranty procedures for completing repairs and filing warranty claims.

Staff Instructor 2, Force Protection Industries, Roxboro, NC and Afghanistan

2008 - 2010

- Instructed 2 week classes on the maintenance, repair, and diagnostic procedures on company produced MRAP military vehicles.
- Managed shop with the repair of 6 vehicles used in training.
- Traveled to Afghanistan on a 90 day contract to train Italian service members in the operation and maintenance of military vehicles.

Sergeant, US Army, El Paso, TX and Germany

2003 - 2008

- Shop foreman; supervised 14 technicians in the repair and maintenance of a 42 vehicle fleet.
- Maintained a 98 percent operational readiness rating at home station and during deployments to Iraq.
- Filled in for 2 months as a squad leader.
- Performed combat patrols in Baquba Iraq.

Assistant Manager, NAPA Auto Parts, Durham, NC

1999 - 2003

- Managed 4 counter men and 5 delivery drivers in the sales and delivery of automotive parts throughout the county and adjacent counties.

VOLUNTEER WORK

Captain, Stony Hill Rural Fire Department, Wake Forest, NC

1999 - Present

- Perform duties of a fire fighter on fire and medical calls.
- Train junior and probationary members in fire related tasks.

Amanda F. Johnson, MSN, CPNP

1192 Cash Road, Creedmoor, NC 27522

919-528-3589

mjohnsonunc@yahoo.com

Education

<i>Masters of Science Degree in Nursing Nurse Practitioner</i> <i>Duke University, Durham, NC</i>	<i>Pediatric</i>	<i>2001</i>
<i>Bachelor of Science in Nursing</i> <i>University of North Carolina, Chapel Hill, NC</i>		<i>1998</i>

Awards and Honors

Dean's Honor List, Duke University 2001

Dean's Honor List, UNC-CH	<i>1998</i>
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Professional Experience

<i>Managing Certified Pediatric Nurse Practitioner</i> <i>Growing Child Pediatrics</i> <i>Wake Forest, NC</i>	<i>2001- present</i>
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- Perform physical and social assessments on well and sick children from birth to age 21, which include examining, diagnosing, managing, treating and preventing illnesses.
- Manage 10 other Nurse practitioners in the practice which includes monthly continuing education meetings, training and guiding new hires, and conflict mediation if needed.
- Organize mission projects within our practice

<i>Clinical Nurse II, Pediatric Stem Cell Transplant Unit</i> <i>Duke University Medical Center</i> <i>Durham, NC</i>	<i>1998-2001</i>
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Memberships & Licenses

- Member, National Association of Pediatric Nurse Practitioners
- Member, American Academy of Pediatrics
- North Carolina Medical License #300287
- Certified Pediatric Nurse Practitioner #20020140
- North Carolina Registered Nurse License #158854

Tracy D. Teal

1144 Teal Court
Creedmoor, NC 27522
(919)528-6560 tracyteal@gmail.com

Professional Experience

- June 2003- present **Pharmacist, Quality Drugs, Butner, NC**
2009-present, **Pharmacy Co-Owner/Operator**
- accounts
- oversee operational budget including payroll, monthly expenses, payable and accounts receivable, 3rd party contracts
 - responsible for hiring, managing and scheduling of 10 employees
 - maintain inventory control of retail store
 - develop marketing strategies for retail operations
 - oversee employee training
- January 2000- June 2003 **Pharmacist/Consultant, Professional Pharmacy, Oxford, NC**
- nursing home
- performed duties as dispensing pharmacist
 - educated families and physicians on medications of patients and residents
 - provided staff training for nursing home employees
 - performed monthly chart reviews to ensure compliance with state and federal regulations
 - organized and conducted various community brown bag events
- August 1996 - May 1997 **Skills Lab Teaching Assistant, UNC School of Pharmacy, Chapel Hill, NC**

Education and Certifications

- 2009- present **Certificate of Immunization**
- employees
- organized community-wide flu clinic
 - provided immunizations for southern Granville County School
- 2000-2003 **Certificate of Diabetes Education**
- 1998-1999 **ASHP-accredited Pharmacy Practice Residency**
Salt Lake City Veterans Affairs Medical Center, Salt Lake City, UT
- 1994-1998 **Doctorate of Pharmacy**
University of North Carolina at Chapel Hill, Chapel Hill, NC
- Class President 1996-1998
- 1992-1994 **Associate of Science**
Peace College, Raleigh, NC

Professional Activities and Community Involvement

- 2011- present PTA member, Voyager Academy, Durham, NC
- 2006-present PTA member, Creedmoor Elementary, Creedmoor, NC
- STARS reading program volunteer, Classroom Parent, EOG Proctor

Stephanie F. Drowns

4010 Colleen Way ■ Kittrell, NC 27544 ■ 919-621-1309 ■ sdrowns@gmail.com

North Carolina Teaching Licensure K-6

Core Competencies

- Classroom Management
 - Creative Lesson Planning
 - Project Based Learning
 - Working in Project Learning Communities to develop lesson plans and cross curricular projects.
 - Committee work
 - Learner Assessment
 - Experiential Learning
 - Work with Activboard/ActivInspire Technology
 - Working with EC teacher to modify assignments for special needs student, help develop IEPs, and collaborating within the classroom together.
-

Experience

Voyager Academy, Durham, NC

5th Grade Teacher 8/10 to Present

I was hired as a full-time teacher, following my student teaching practicum, to instruct language arts and social studies to two classrooms of up to 21 5th grade students. I team teach with one colleague. We work with three other 5th grade teachers in a Project Learning Community. A primary focus of our PLC is the development of cross curricular projects for our 5th grade students. Voyager is a project based charter school where students are taught 21st century skills through hands on projects that ask real world questions.

Key Contributions:

- teach general education students and individuals with learning challenges within a mainstreamed, inclusive classroom
 - serve on school committee focused on literacy and on helping our school prepare for the Common Core Standards
 - ran a summer reading tutoring program for rising 6th grade students
 - help develop and modify projects that focused on driving questions such as: “What are the pros and cons of moving to _____”, “How can an actor portray the character traits of an actor?” (this was a project that went along with an American Revolution novel we were reading), “How do poets express their thoughts and feelings?” and “How do the forces of the Earth affect a falling object?”
 - work with students in a small, nurturing classroom setting of 21 students, where I can evaluate students on their reading, writing, and social studies skills on a one-on-one basis
 - develop reading and writer’s workshops based on Lucy Calkins guides to reading and writer’s workshop
 - daily morning meetings in order to have a responsive classroom
-

Education & Credentials

Bachelor of Science in Elementary Education/Concentration in Math, Statistics, and Logic, May 2010 North Carolina State University, Raleigh, NC

Degree GPA: 3.5205

Dean’s List: Two Semesters

Certifications: North Carolina Teaching Licensure K-6, May 2010

References

Leah S. Berkman
Mentoring Teacher
5th Grade Teacher
Voyager Academy
(919) 433-3301

Leslie Fagert
EC Teacher
Voyager Academy
(919) 433-3301

Sally B. Winstead
Team Teacher
5th grade Teacher
Voyager Academy
(919) 433-3301

Edward Forsythe
Former Principal
Voyager Academy
(919)475-4800

W. LARRY VAUGHT

1134 Dutchville Drive, Creedmoor, NC (919) 528-1205 lvaught@us.ibm.com

SUMMARY

Professional Project Manager with over 25 years experience managing activities encompassing development, test, and manufacturing of Retail Hardware and Software solutions.

CERTIFICATIONS

Project Management Institute - Project Management Professional (PMP)
IBM Executive Project Management Certification
IBM ISO9000 Auditor

CAREER PROGRESSION

IBM, Executive Project Manager Team Lead – Retail Store Solutions 1999 –present

- Projects managed have average annual development budgets of \$5M with revenues exceeding \$500M/year.
- Managed lifecycle activities associated with the IBM POS portfolio – Revenue, Cost, Quality and Profit performance.

IBM, Senior Engineer - Development Project Manager 1997 - 1999

- Directed 7-10 member global team in the development and qualification process of POS Printer solutions. Diverse team included suppliers, development, quality, procurement, supply & demand, manufacturing, service, safety and regulatory.

IBM Advisory Engineer - IBM Procurement Engineering 1995– 1997

- Worldwide commodity manager for IBM Keyboard, Printer, Display and I/O devices,
- Provided continuous cost and supply management support to IBM teams worldwide on support devices

IBM, Advisory Engineer - Manufacturing Program Manager 1991 - 1995

- Managed project plans for the introduction of new HW products into production.

IBM, Staff Engineer - Competitive Analysis 1990- 1991

- Evaluated competitive offerings to the Retail Store Solution division.

IBM, Staff Engineer - Manufacturing Quality 1987 - 1990

- Product Quality Engineering responsible for hardware solutions – scanners, keyboards, displays and controller systems.
- Managed diverse WW supplier manufacturing quality processes located in US, Mexico, Asia and Europe

IBM, Associate Engineer, Automated Robotic Automation Development 1985 - 1987

- Designed, programmed and supported the robotic assembly line for the IBM Retail controller system units.

EDUCATION AND CONTINUING EDUCATION

BS, Mechanical Engineering, North Carolina State University, Raleigh NC

MS, Computer Integrated Manufacturing Engineering, North Carolina State University, Raleigh NC

Advanced Project Management Certificate, Stanford University, Stanford CA

BRIDGET R. TANNER

4040 Oak Valley Drive
Stem, NC 27581

Home: (919) 528-1090
E mail: sutrnbel@nc.rr.com

Mobile: (919) 630-3502

EDUCATION**Averett University**

Bachelor of Business Administration
(Grade Point Average 3.25)

Danville, VA

PROFESSIONAL EXPERIENCE**Materials Manager****2001– Present**

Responsible for cost containment in every aspect of the business focusing on implementing lean manufacturing techniques such as visual management, 5s, and just in time. Review quotes for manufacturing, train employees, develop processes for warehousing, purchasing and planning functions. Manage inventory, shipping accuracy, production scheduling, purchase negotiations, kitting, shipping and traffic functions.

Achievements

- Developed internal scheduling tool to assist manufacturing
- Met customer service requirements of 95% plus for each individual production departments
- Inventory accuracy of 95% plus
- Member or Employee performance score card team

Director of Supplier Relations**1999-2001**

Created a partnership between Newton Instrument Company and its suppliers. Developed and negotiated contract agreements.

Achievements

- Annual Cost savings of 1.2 million dollars
- Aided in the stability of the company during the decline of the economy

Professional Credentials:

Continuous Process Improvement

MRP Planning

ISO 9001 Revision 2000

Software Implementation

Operations Management

- *The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law. (G.S.143.318.9 et seq)*

FALLS LAKE ACADEMY, INC.

BY LAWS

ARTICLE I: NAME

The name of the Corporation is Falls Lake Academy, Inc. (hereinafter the “Corporation” or the “School”).

ARTICLE II: PURPOSE

The Corporation is a nonprofit corporation whose purpose is to provide a charter school for the area of Granville County, North Carolina in accordance with the laws, rules and regulations governing charter schools in North Carolina (the “Education Laws”).

ARTICLE III: MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the “Trustees” or “Directors”) of the School. Actions which would otherwise require approval by a majority of all members or by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the “Board”).

ARTICLE IV: BOARD OF TRUSTEES

A. ***POWERS***: The Board will be responsible for setting policy, overseeing operation matter including budgeting, procedures and community relations. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the Education Laws, nonprofit corporation law, the Corporation’s Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation’s purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional and unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person’s status as such, subject to the provisions of the North Carolina Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. **NUMBER OF TRUSTEES:** The number of Trustees of the Corporation shall be not fewer than three (3) and shall not exceed nine (9). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. **ELECTION OF TRUSTEES:**

1. **Election.** The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

2. **Eligibility.** The Board may elect any person who in its discretion it believes will serve the interest of the Corporation faithfully and effectively. The Corporation will seek to have Trustees who represent a cross-section of backgrounds, professions and experiences.

3. **Interested Persons.** Not more than 49% of the persons serving on the Board may be interested persons. An “interested person” is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4. **Term of Office.**

a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be nearly equal in number as possible.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the second annual meeting of the Trustees (succeeding award of charter), the second class at the third annual meeting, and the third class at the fourth annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee’s election, and continues: (1) for the balance of the unexpired term in the case of vacancy created because of resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee’s term of office shall not be shortened by any reduction in the number of Trustee resulting from amendment to the Charter, the Bylaws, or other Board action.

e. A Trustee’s term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school’s charter or the Bylaws or other Board action.

f. A Trustee who has served a three year term shall not be eligible for election or appointment to a new term until one (1) year after the expiration of the three year term.

5. **Time of Elections.** The Board shall elect Trustees whose terms begin on the first day of September of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. **REMOVAL OF TRUSTEES.** The Board may remove a Trustee at any time by vote of at least 75% of the other Trustees.

E. **RESIGNATION BY TRUSTEE.** A Trustee may resign by giving written notice to the Board Chairman or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chairman or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. **VACANCIES.** A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee’s death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees. Trustees may be elected to fill vacancies by a majority vote of the Trustees then in office.

G. **COMPENSATION OF TRUSTEES.** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee’s actual and necessary expenses while conducting Corporation business.

ARTICLE V: MEETINGS OF THE BOARD

A. **PLACE OF MEETINGS.** Board meetings shall be held at any reasonably convenient place as the Board may designate.

B. **ANNUAL MEETINGS.** An Annual Meeting shall be held in the month of September each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. **REGULAR MEETINGS.** The Board will meet monthly during the school year at an agreed upon time and place.

D. **SPECIAL MEETINGS.** A Special Meeting shall be held at any time called by the Chairman or by any Trustee upon written demand of not less than one-half of the entire Board.

E. **ADJOURNMENT.** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time or place.

F. **NOTICES.** Notices to Trustees of Broad Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings or with notice by first class mail, delivered personally, or by telephone, facsimile or email to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

2. Special Meetings may be held with notice by first class mail, delivered personally, or by telephone, facsimile or email to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. **WAVIER OF NOTICE.** Notice of a subsequent meeting may be waived by a Trustee in attendance who orally communicates his/her wavier which the Secretary will include in the minutes.

H. **OPEN MEETINGS.** The Board will observe the Open Meeting Law (Article 33C of Chapter 143 of the North Carolina General Statutes), by giving or providing notice of all "official meetings", as defined in the Open Meetings Law, in the manner required by law and by providing access to records of Board meetings to the public as required by law.

ARTICLE VI: ACTION BY THE BOARD

A. **QUORUM.** Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

B. **ACTION BY THE BOARD.**

1. **Actions Taken at Board Meetings.** Except as otherwise provided by statute or by these Bylaws, the vote of a majority of Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. **Board Participation by Other Means.** In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting of the School. To the extent that, pursuant to Section 143-318.13(a) of the Open Meetings Law, the Board provides a location and means whereby members of the public may listen to the meeting, Trustees may participate in the meeting by use of conference telephone or other electronic means, provided that all Trustees participating in such meeting can hear one another.

C. **COMMITTEES.**

1. **Appointment of Committees.** The Board may create committees for any purpose, and the Chairman of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the Chairman of the Board, except that any executive committee of the Board shall comprise not fewer than five Trustees.

2. **Standing of Board Committee.** The Board shall have a standing Finance Committee, chaired by the Treasurer. Additional members of the Finance Committee will be appointed by the Chairman of the Board.

3. **Authority of the Board Committees.** The Chairman of the Board may delegate to a Board Committee any of the authority of the Board except with respect to:

- a. The election of Trustees.
- b. Filling vacancies on the Board or any committee which has the authority of the Board.

- c. The amendment or repeal of Bylaws or the adoption of new bylaws; and
- d. The appointment of other committees of the Board, or members of the committees.

4. **Procedure of Committees.** The Board may prescribe the manner in which the Board Committees are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provision of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

D. STANDARD OF CARE.

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care, and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D(1), and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described in Paragraph D(1), and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. **RIGHTS OF INSPECTION.** Every Trustee has the right to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any federal, state, or local law.

F. **PARTICIPATION IN DISCUSSIONS AND VOTING.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. **DUTY TO MAINTAIN BOARD CONFIDENCES.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any closed session of the Board. Any Trustee violating this confidence may be removed from the Board by majority vote.

ARTICLE VII: OFFICERS

A. **OFFICERS.** The Officers of the Corporation consist of a Chairman, Vice Chairman, Secretary, and Treasurer. The Corporation also may have such other officers as the Board deems advisable.

1. **Chairman.** Subject to Board control, the Chairman has general supervision, direction, and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chairman shall preside at Board meetings. The Chairman will be an authorized joint signer of all checks.

2. **Vice Chairman.** If the Chairman is absent or disabled, the Vice Chairman shall perform all the Chairman's duties and, when so acting, shall have all the Chairman's powers, not including authorization as a joint signer of checks, and be subject to the same restrictions. The Vice Chairman shall have other such powers and perform such other duties as the Board may prescribe.

3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the Corporation's principle office, or other place as the Board may direct, a book of minutes of all meetings of the Board, noting the time and place of the meeting, whether it was regular or special, the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's

Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chairman and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe. The Treasurer will be authorized to sign checks.

B. **ELECTION, ELIGIBILITY AND TERM OF OFFICE.**

1. **Election.** The Board shall elect the Officers annually at the Annual Meeting of Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. **Eligibility.** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.

3. **Term of Office.** Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Corporation shall, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by the North Carolina Nonprofit Corporation Act and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he/she, his/her testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney's fees.

ARTICLE X: CONFLICT OF INTEREST POLICY

Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt and full disclosure of their interest to the Board or Committee prior to its acting on such contract or transaction. The body to which such disclosure is made shall there upon determine by majority vote, whether the disclosure demonstrates a conflict of interest. If it is determined a conflict exist that person shall not be allowed to vote, and is always allowed to recuse themselves from voting after disclosure and prior to Board or Committee determination. Any Trustee violating this duty to report a conflict of interest may be removed from the Board by majority vote.

ARTICLE XI: OTHER PROVISIONS

A. **FISCAL YEAR.** The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. **EXECUTION OF INSTRUMENTS.** Except as otherwise specifically provided by the Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. **CHECKS AND NOTES.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairman of the Board, the Principal/Managing Director, Treasurer, or other Trustee. Such items for amounts of \$3,000 or greater must be signed by two of these individuals.

D. **CONSTRUCTION AND DEFINITIONS.** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the North Carolina Non-profit Corporation Act and the Education Law shall govern the construction of these Bylaws. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provision.

E. **INTERPRETATION OF CHARTER.** Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

- *A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.*



NORTH CAROLINA

Department of The Secretary of State

To all whom these presents shall come, Greetings:

I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

FALLS LAKE ACADEMY, INC.

the original of which was filed in this office on the 9th day of March, 2011.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 9th day of March, 2011.

Elaine F. Marshall

Secretary of State

**ARTICLES OF INCORPORATION
OF
FALLS LAKE ACADEMY, INC.**

The undersigned incorporator, being of full age, does make and acknowledge these Articles of Incorporation for the purpose of forming a nonprofit corporation pursuant to and by virtue of Chapter 55A-2-02 of the General Statutes of North Carolina, as follows:

1. The name of the corporation shall be FALLS LAKE ACADEMY, INC.
2. The corporation shall have perpetual existence.
3. The corporation shall not have members but shall be controlled by its Board of Directors, the officers appointed by the Board of Directors, and otherwise as specified in the by-laws adopted by the Board of Directors..
4. The directors of the corporation shall be elected as provided in the by-laws and shall have the authority to act in any manner not inconsistent with these Articles of Incorporation.
5. The directors of the corporation shall not be personally liable for the corporation's debts.
6. The corporation is not organized for pecuniary profit and shall have no capital stock or shares.
7. None of the net earnings of the corporation shall inure to the benefit of, or be distributable to the directors, officers, trustees or other private individual(s), except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered, to make payments and distributions in furtherance of the purposes set forth in Article 8 below and to reimburse reasonable expenses properly incurred on behalf of the corporation. Notwithstanding any other provision of these Articles, the corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from Federal Income Tax under Section 501(c)(3) of the Internal Revenue Code of 1986 as amended, or the corresponding provision of any future Internal Revenue Law of the United States of America.
8. The purposes for which the corporation is formed are as follows:
 - A. Operation of a Charter School; and
 - B. Engagement in any lawful act or activity for which nonprofit corporations may be organized under Chapter 55A of the General Statutes of North Carolina, subject to the furtherance of the tax exempt purposes of

the corporation as may be entered into and exercised by an organization exempt under Section 501(c)(3) of the United States Internal Revenue Code and its regulations, as they now exist or may exist hereafter due to amendment; and

C. Except as hereinbefore provided, the corporation, in addition to the powers granted to nonprofit corporation under the laws of the State of North Carolina, shall have the power and authority to enter into contracts for the benefit of the corporation; to receive gifts in the form of devises and bequests of real property, personal property, or mixed property; shall have the power and authority to purchase, rent/lease, and to acquire and hold, to mortgage, convey, and otherwise dispose all kinds of property, real, personal, and mixed; to borrow and to lend money and to negotiate loans; to draw, accept, endorse, discount, buy, sell, issue, and deliver bills of exchange, promissory notes, bonds, coupons, or other negotiable instruments and securities; and generally to do and all acts which may be deemed necessary or expedient for the proper and successful effectuation of the purposes hereinbefore set forth.

9. Upon dissolution of the corporation or the termination of the corporation's existence for any reason, and upon all its liabilities and obligations having been discharged or an adequate provision made, all of its net assets remaining shall be distributed, paid over and delivered exclusively to Granville County Public Schools or to a state, or local government or any agency thereof exclusively for public purposes.
10. These Articles of Incorporation may not be amended in any manner to prevent the corporation from qualifying as an exempt organization under Section 501(c)(3) of the Internal Revenue Code of the United States of America as it now exists or hereafter amended.
11. The address of the initial registered corporate office in the State of North Carolina is 1134 Dutchville Drive, Creedmoor, NC 27522 and the name of the initial registered agent at said address is William Larry Vaught.

12. The number of persons constituting the initial Board of Directors shall be six (6) whose names and addresses are as follows:

William Larry Vaught 1134 Dutchville Drive
Creedmoor, NC 27522

Andrew L. Peterson 2002 Zbonack Ct.
Creedmoor, NC 27522

Tracy Teal 1144 Teal Court
Creedmoor, NC 27522

Timothy Slaughter 3181 Hardie Street
Creedmoor, NC 27522

Amanda F. Johnson 1192 Cash Rd
Creedmoor, NC 27522

Bridget R. Tanner 4040 Oak Valley Dr.
Stem, NC 27581

13. The address of the principal office of the Corporation in the State of North Carolina is 1134 Dutchville Drive Creedmoor, NC 27522.
14. The name and business address of the incorporator are Andrew L. Peterson, Goddard & Peterson, PLLC, 16 West Martin Street, Suite 609, Raleigh, NC 27601.
15. These articles will be effective upon filing.

IN WITNESS WHEREOF, the undersigned has hereunto set his hand this the 28th day of February, 2011.


Andrew L. Peterson, Incorporator



NORTH CAROLINA

Department of The Secretary of State

To all whom these presents shall come, Greetings:

I, **ELAINE F. MARSHALL**, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF AMENDMENT

OF

FALLS LAKE ACADEMY, INC.

the original of which was filed in this office on the 19th day of March, 2012.



IN WITNESS WHEREOF, I have hereunto
set my hand and affixed my official seal at the
City of Raleigh, this 19th day of March, 2012

Elaine F. Marshall

Secretary of State

C201207500486

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Date Filed: 3/19/2012 2:40:00 PM
Elaine F. Marshall
North Carolina Secretary of State
C201207500486

State of North Carolina
Department of the Secretary of State

ARTICLES OF AMENDMENT
NONPROFIT CORPORATION

Pursuant to §55A-10-05 of the General Statutes of North Carolina, the undersigned corporation hereby submits the following Articles of Amendment for the purpose of amending its Articles of Incorporation.

1. The name of the corporation is: FALLS LAKE ACADEMY, INC.

2. The text of each amendment adopted is as follows (*state below or attach*):

Item (#12) of Falls Lake Academy, Inc. Articles of Incorporation shall hereby read as follows: " The number of persons constituting the initial Board of Directors shall be seven (7) whose names and addresses are as follows: " .

The six Board members named shall remain the same as originally filed with the addition of the seventh Board member whose name and address shall be included as an initial Board member and shall read as follows: Stephanie Forsythe Drowns 4010 Colleen Way Kittrel, NC 27544

3. The date of adoption of each amendment was as follows: _____

The above-mentioned amendment to the Articles of Incorporation was unanimously adopted at the March 13, 2012 meeting of the Board of Directors for Falls Lake Academy.

4. (*Check a, b, and/or c, as applicable*)

a. _____ The amendment(s) was (were) approved by a sufficient vote of the board of directors or incorporators, and member approval was not required because (*set forth a brief explanation of why member approval was not required*) _____

b. The amendment(s) was (were) approved by the members as required by Chapter 55A.

c. _____ Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. §55A-10-30, and such approval was obtained.

5. These articles will be effective upon filing, unless a date and/or time is specified: _____

This the 14th day of March, 20 12

Falls Lake Academy, Inc.

Name of Corporation



Signature

Andrew L. Peterson Chairman Board of Directors

Type or Print Name and Title

Notes:

1. Filing fee is \$25. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.

- *A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.*

A governing board shall govern Falls Lake Academy. This board is responsible for running the school with the following five major responsibilities:

- 1) Fulfilling all school legal responsibilities,
- 2) Promoting the FLA mission,
- 3) Hiring and supervising the principal for each school,
- 4) Establishing important school policies, and
- 5) Overseeing the school budget and the raising of school funds.

- *Explain the decision-making processes the board will use to develop school policies.*

In order for the Board of Directors to effectively fulfill their responsibilities an efficacious process must be used to make decisions. This process must maintain a clear balance between the pro-active planning of organizational objectives and the maintenance of current actionable items. In order to support the Board of Directors decision making process the Board will establish committees to develop or address school policies which require implementation or new direction. After their review process the committee will bring their recommendation to the full Board of Directors on the development of these policies. The full Board will then execute its responsibility to carefully review all of the data of the recommendation and ensure that it aligns with the vision of the school. The Board will carefully review, discuss and vote on all school policies.

During normal circumstances the Board will not take action on policies unless Board Members have had an agreed upon review period of the proposed policies.

As research was conducted for Falls Lake Academy the Board of Directors became aware of an organization the Charter School Office of North Carolina has presented as a best practice resource. This organization is Reach the High Bar, a consultation company focused on training Board of Directors in effective governance practices. On their website www.reachthehighbar.com it says, "The High Bar helps you leverage the efforts of your volunteer board members into real results: academic excellence and organizational sustainability." Academic excellence and organizational sustainability - two objectives the Falls Lake Academy Board of Directors feel essential to their success. The Board of Directors will use a portion of the funds appropriated in the Staff Development line item of the budget to contract with Reach the High Bar. The training by Reach the High Bar will help the board establish their agreed upon decision making process. It will also allow the board to utilize The High Bar Online tool, a communication platform that increases transparency and accountability.

- *Portray how the board will involve parents and community members in governing the school.*

All Board Meetings, as required by law, will be open to the public. The Board of Directors will provide notice to the community of board meetings through public postings of meeting dates. The Board will post meeting dates on their website and through other appropriate public locations such as the library. The Board Meetings will be held at a consistent time, day and location each month in order to increase accessibility for parents and community members to attend. At each meeting the agenda will include time for public comments so that community members have a forum for voicing their comments. The Board will also conduct a yearly parent survey. The survey will be made available through paper and online distribution so that all stakeholders have the opportunity to provide feedback. This survey will provide the Board valuable feedback from school stakeholders on the execution of the mission of Falls Lake Academy.

The Board will also make available to all school stakeholders a grievance policy. This policy will outline the appropriate procedure for stakeholder's grievances to be addressed by the Falls Lake Academy Board of Directors. This policy holds the Board of Directors accountable for addressing concerns from its stakeholders.

In addition, The Falls Lake Academy Parents group (F.L.A.P) will play a vital role in the life of Falls Lake Academy. We will strongly encourage participation from all our student's families. F.L.A.P will promote and support the mission and operation of the school by providing communication and volunteer assistance, building community spirit among our families through social events, and providing financial support via the establishment and implementation of a variety of fundraisers and supporting the school community service efforts to the broader community. The possibilities are endless. Choose from helping out at our book fairs, classroom celebrations, fieldtrips, fund raising, lunchroom supervision and classroom assistance etc. Lifelong family friendships will often begin at F.L.A.P . We're proud of our close-knit, welcoming community, and we will invite all families to participate.

F.L.A.P will accomplish some of its directives through the following:

Communication – Keeping our families informed

Volunteer Support – Establishing Homeroom Parent Representatives for each grade

Community Service- Supporting school wide community service projects

Spirit – Field Day, School Pride and any other opportunity to build school spirit is supported by F.L.A.P

- *Describe the organization's performance-based goals and measurable objectives for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.*

The Board will have several measurable goals:

90% of students will pass EOGs annually. This goal will be evaluated annually when scores are released.

The school will make high growth annually. This goal will be evaluated annually when scores are released.

Students will commit at least 10 hours of service time to the community each year. Students and teachers will keep a log to track time that students have been involved with the community during and outside the school day. Each grade level will report this to the Curriculum Specialist, who will then report this to the Board annually.

The Board will maintain a balanced and financially sound audit annually. This will be evaluated by an annual audit, as well as reflected in the monthly budget reports.

- *Describe how the governing board will ensure that current and future board members avoid conflicts of interest.*

The Board will adopt the following conflict of interest policy:

Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

SECTION 1.

Full disclosure shall be made by the interested parties to the full Board of Directors in all conflicts of interest, including but not limited to the following:

1. A Board Member is related to a vendor.
2. A Board Member is related to a potential staff member.
4. A staff member in a supervisory capacity is related to another staff member whom he/she supervises.
5. A Board Member or staff member receives payment from any entity which provides any goods or services to the Academy.

SECTION 2.

Following full disclosure of a possible conflict of interest or any condition listed above, the Board of Directors shall determine whether a conflict of interest exists and, if so, the Board shall vote to authorize or reject the transaction and/or condition. Both votes shall be by majority vote without counting the vote of any interested Board Member, even if the disinterested Board Members are less than a quorum, provided that at least one consenting trustee is disinterested.

SECTION 3.

An interested Board Member, or staff member shall not participate in any discussion or debate of the Board of Directors, or any committee thereof, in which the subject of discussion is a contract, transaction, or situation in which there may be a conflict of interest.

SECTION 5.

A contract or transaction may be rendered void by the Board of Directors if entered into without full disclosure of the personal interests of a Board Member, or staff member. The existence of any of the above-listed conditions shall likewise render a

contract or transaction voidable unless full disclosure of personal interests is made to the Board of Directors and such contract or transaction was duly approved by the Board with full knowledge of such interest.

SECTION 6.

The disinterested Board Members are authorized to impose by majority vote other reasonable sanctions as necessary to recover associated costs against a Board Member, or staff member for failure to disclose a conflict of interest as described in Section 1 or for any appearance of a conflict.

SECTION 7.

Appeal from sanctions imposed pursuant to Sections 5 and 6 above, shall be prescribed by law in those courts with jurisdiction over both the parties and the subject matter of the appeal.

SECTION 8.

In the event that Falls Lake Academy Board of Directors has incurred costs or attorney fees as a result of legal action, litigation, or appeal brought by or on behalf of an interested Board Member or staff member due to a conflict of interest and consequent sanctions and in the event that the Board of Directors prevails in such legal action, litigation, or appeal, the Board shall be entitled to recover all of its costs and attorney fees.

SECTION 9.

Falls Lake Academy Board of Directors shall have a firm belief in the educational plan of the Academy. Directors shall be fully committed to the charter school concept. The purpose of the Board of Directors is to direct, not manage, the school. Board members shall be able to manage, carry out the Falls Lake Academy Vision, foster relationships with staff and the school community and oversee the budget.

SECTION 10.

Qualifications

- Read and be familiar with the Falls Lake Academy Charter.
- Read and be familiar with the Falls Lake Academy educational plan.
- Be in agreement with the educational philosophy, discipline policy, and administrative structure of our school.

All board members should attend at least two PTO meetings a year to show support and encouragement for that vital aspect of our school. Falls Lake Academy board members will not serve on the PTO board. Board members may chair and serve on committees of the PTO. A high value for professionalism and the success of the school is mandatory. Motivation for serving on the board shall be to help guarantee the educational success of students.

Directors shall fulfill their responsibilities on the board, board committees or subcommittees to their fullest capability. All board members should be the best public relations representatives the school has.

SECTION 11

Behavioral Expectations

Expectations include a professional demeanor at all board meetings. Issues being discussed shall not be personalized and directed toward any other board member, staff member, parent or anyone else. Confidentiality is expected in all situations. Board members shall respect and listen to ideas being presented by other board members.

Board members fulfilling their responsibilities to their fullest potential shall be encouraged by each of the directors.

When receiving criticisms from parents or other interested parties about staff or other board members, the board member shall direct the speaker to the board member/staff member which the situation involves. Board members will never speak negatively about staff or other board members to the school community, or parties outside the school community.

Conflicts shall be resolved with the people with which it was created. Board members will commit to resolving conflict directly with each other or with the appropriate staff member and not share the conflict with anyone outside of the conflict, including, but not limited to other parents, other staff members or the media.

Board members shall exemplify integrity, honesty and respect. A dedication and commitment to the vision of Falls Lake Academy and the charter school movement shall be top priority for any board member. Any board member finding himself or herself involved in a unresolvable conflict shall put the vision of the school first and step down from the board.

Board members shall abide by the open meetings law [C.R.S. 24-6-401 through 402]. The open meetings law states that anyone discussing board business, policy actions, resolutions, etc. with anyone else on the board except at regularly scheduled meetings is illegal. "Meeting" with another board member is defined as communication through person, telephone, or any other means. Confidentiality law is also outlined in this section of the statute. Personnel matters, individual students, and negotiations are confidential by law.

Board members missing more than two consecutive board meetings without prior approval for their absence from at least two other board members shall be relieved of their board involvement immediately.

SECTION 12.

Governance of Falls Lake Academy:

Falls Lake Academy shall be governed by a Board of Directors. The Managing Director/Principal of Falls Lake Academy shall answer directly to the board and serve at the pleasure of the board. The Managing Director/Principal shall make decision on a day-to-day basis and fulfill all administrative duties for the school. The board will maintain the vision and steer the school's direction as it carries out the Mission Statement.

As with all charter schools, Falls Lake Academy, is an entity separate from the school district in the area of governance. This unique characteristic of charters shall be guarded by each board member.

Board members will not question any decision made by the Principal in any public arena. If a director questions a decision, he or she shall immediately take that concern or disagreement to the administrator in a confidential and diplomatic format. Likewise, the principal shall agree to the same commitment. Respect for each other shall remain constant.

While at the school, board members shall be mindful of the different roles they play: parent, volunteer, board member, etc. A board member will not use their position of authority while acting in their parent or volunteer roles. Directors shall foster good relationships with the administrator and staff on a personal level. With humility, each board member will serve the best interests of the school.

Board members shall remember that stepping out of their advisory/board capacity and attempting to run the school as an administrator, will always cause problems.

The vision and mission statement of Falls Lake Academy will serve to guide and direct the board of directors. The goal to continually improve, maintain integrity, serve Falls Lake Academy families and ensure academic success for our students shall take precedence in all situation.

SECTION 13.

A copy of this policy shall be given to all Board Members and staff members upon commencement of such person's relationship with Falls Lake Academy. Each Board member shall sign and date the policy. Failure to sign does not nullify the policy.

ADMISSIONS POLICY (G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1))

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups.

Enrollment Lottery Plan:

1. Falls Lake Academy will seek a population that reflects the diversity of the community. No student would be denied admittance based on academic performance, special needs, race, creed, origin, religion, ancestry, or the ability to provide transportation. The only requirement to apply to Falls Lake Academy would be residence in the state of North Carolina, and proof of residence will be requested with the application and required prior to enrollment (utility bill within the past 30 days, copy of lease or mortgage payment within the past 30 days, etc). Homeless students are eligible to apply. In addition, students whose parents are stationed overseas are eligible to apply if the student lives in North Carolina and proof of deployment and active duty can be provided. A student who currently is domiciled outside of North Carolina is not eligible to apply, even if he/she intends to move to North Carolina before the beginning of the school year. In addition, the individual(s) who have legal custody of the child must be domiciled in North Carolina, not just legal guardians. In addition, foster children are not eligible for enrollment based on the foster family's residence. Eligibility still lies with the residence of the parent. There would be no additional barrier to applying or potential enrollment.
2. Open House dates, the application window, and public lottery date would be decided upon and posted in December of each year for the following calendar year. Applications will be available via the school website (and a hard copy will be provided upon request). Families will be given a window no shorter than 4 weeks and no more than 6 weeks during which they may have the application postmarked. Upon the receipt of an application, Falls Lake Academy will record and file the application and provide the applicant with a unique lottery number via mail. Lottery numbers will also be written at the top on the admission application for school reference. Lottery numbers will be assigned based on grade level (K-001, for example, would be the first Kindergarten applicant, while 4-096 would be the 96th applicant for 4th grade). If a child applies for a specific grade level, but then is retained or promoted to a different grade level, the student is still guaranteed a spot at the school.
3. All applicants and community members would be invited to attend the public lottery. At the event, a lottery for each grade would be held. All the lottery numbers for applicants at each grade level would be pulled and recorded by the staff. Open seats would be filled in the order of which lottery numbers were pulled. After all open seats are filled, the remaining applicants would establish a waitlist. All applicants who receive an open seat, as well as the first 20 numbers of the waitlist, would be published on the school website for each grade level. No applicant would have to be present at the lottery to receive a spot, and any applicant could contact the school at any time to confirm receipt of an application, inquire about an assigned lottery number, or to ask where on the waitlist a lottery number is located.
4. Students admitted to the school via the lottery (or taken off the waitlist), will be notified via mail (during the initial lottery) and via phone during the school year. Families will be asked to reply within two weeks to accept a seat or decline a seat if notified by mail, and within 5 business days if notified via phone. Families will be asked to provide further information about their child as well as sign a records release form if they accept the seat. Families declining a seat will be asked to declare this in writing so that the seat can be offered to the first applicant on the established waitlist.

Statutorily Allowed Preferences:

Preference for enrollment can be placed into four categories.

1. During the first year of operation, the children of members of the Board of Directors would be given an enrollment preference. This preference would only be provided during the opening year and would be limited to 10% of the school's population or 20 students, whichever is fewer.
2. Enrollment preference would also be given to the children of the school's principal, teachers, and teacher assistants, assuming space was available at the time the employee was offered a job at Falls Lake Academy. If no space was available at that time, the child(ren) would be placed at the top of that grade's waitlist.
3. Siblings will also receive preference. While siblings will not be granted preference during the very first lottery, siblings of students enrolled during the inaugural year of Falls Lake Academy, would receive sibling preference during the second lottery. In subsequent years, siblings would be given priority if their sibling was actively enrolled in Falls Lake Academy during the application and lottery period (i.e., Johnny is in 1st grade during the year 2014-2015. His sister, Jane will be entering Kindergarten in the fall of 2015. When the lottery is held in March of 2015 for the fall of 2015, Jane gets sibling preference assuming Johnny is still enrolled at that time). Foster children are not eligible for sibling preference, nor are foreign exchange students. Half siblings would be granted sibling priority through their biological tie, and step – siblings through marriage would also be granted sibling priority. Siblings through legal adoption would also be granted sibling priority.
4. In the case of multiples, parents may choose to enter all the multiple birth siblings on the same lottery number, or on individual lottery numbers. If they choose to enter all children on the same lottery number (and the multiple birth siblings are in the same grade), the lottery number would reflect the number of siblings the number represents and, should the number be pulled for an open space, all siblings would gain enrollment. For example, if triplets entered the 3rd grade lottery, their lottery number may be 3-145/3 (the 145 application for 3rd grade, representing 3 multiple birth siblings). If lottery number 3-145/3 was pulled, all three students would be enrolled. If only one space was open at the time the number was pulled, one triplet would be given the open seats and two additional seats would be created for the other siblings (resulting in 82 students in 3rd grade rather than 80, even if this means the additional two students cannot be funded by the state). However, should 3rd graders later transfer enrollment to another school or withdraw, spaces would not be filled until 3rd grade enrollment fell back under 80 students. If multiples are accepted off the waitlist, all multiples will be accepted, following the process outlined above for enrollment. If multiple birth siblings apply but are enrolled in different grade levels, the family will be asked to pick which lottery the multiples should be admitted to. For example if Jack and Jill are twins, but Jack is a rising 3rd grader and Jill is a rising 4th grader, the family would be asked to choose either the 3rd or 4th grade lottery in which to apply. If the family were to choose the 3rd grade lottery, a lottery number like 3-076/2(3rd/4th) indicating the siblings are the 76th applicants for the 3rd grade lottery, but one sibling would receive a 3rd grade spot while the other would receive a 4th grade spot. If the number is pulled for open seats or on the waitlist, all multiple-birth siblings would be admitted even if this means creating spaces at additional grades.

Withdrawals and Transfers:

Students may withdraw or transfer at any time.

1. In order to withdraw or transfer, written notice from the parent or guardian must be given. However, if the parent or guardian does not give notice and another school sends a written request for records transfer signed by the parent or guardian, this will serve as written notice.
2. If a student fails to show up for school at the beginning of the year, or any time during the year, absence alone will not be enough to withdraw the child. Due diligence through phone calls and home visits will be documented and serve as evidence of a student's withdrawal. In this case, no withdrawal will be made prior to consulting with DPI about the individual case.
3. Spaces created by students who withdraw or transfer will be filled using the established waitlist. Waitlists will only be valid until December 31 of the current school year, after which time no spaces will be filled. The lottery in the spring will fill any available seats for the following school year.

Marketing Strategies:

In order to try to recruit a population reflective of Granville County, Falls Lake Academy will:

1. Pass out fliers at local community centers, churches, health clubs, and shopping centers.
2. Create a website
3. Create a Facebook page
4. Host open houses at various locations around the county
5. Attempt to advertise in the newspaper or have an article written about the school
6. Consider advertising in publications such as Carolina Parent
7. Post information on message boards such as Triangle Mommies

V. EDUCATION PLAN

NOTE: Answer all sections completely, include your answers in this section of the application, do not include as an appendices. Do not use “same as LEA” or “whatever the law says”. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Give explanations. Lack of proper documentation will jeopardize the application review.

INSTRUCTIONAL PROGRAM: (G.S. 115C-238.29F (d))

Provide a detailed description of the overall instructional program, including the following:

- Educational theory, foundation of the model, and proposed innovative offerings.

Falls Lake Academy will follow an instructional model built upon project based learning. Project based learning (PBL) begins with a complex, open ended problem. Often this problem is a real world problem. The problem is based on a curricular goal, covering significant academic content. Often working in teams, students must think critically about the problem, and then research the content and skills necessary to develop a solution to the problem. Effective communication is essential for group members to work together, delegate, listen to the opinions of others, and eventually collaborate on a solution. The skills necessary to participate in project based learning are the 21st century skills which our students will need to be successful in college and in their future careers. Many of those careers do not yet exist. Much of the science and social studies content we know to teach today will soon be outdated. However, the 21st century skills of inquiry, communication, and collaboration will never be outdated. They will never be unimportant. They are essential for students of today.

Students at every grade at Falls Lake Academy will participate in at least one PBL task per quarter. The scope of the projects will grow as students progress through Falls Lake Academy, culminating in a final PBL graduation project. The topic for this project will focus on a need for Granville County. Topics might include: homelessness, hunger, pollution, public libraries, bicycle lanes, or any other service based topic of interest to the students. Students will research those needs as they work in teams to develop their project task. With the guidance of the teachers, students will fully develop the project and create a solution to this community problem. The final projects will be presented to an audience of parents, teachers, and community members. Students will graduate from Falls Lake Academy knowing that they have the skills and abilities necessary to solve real world problems and have a positive impact on their community.

- Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school’s mission.

The PBL philosophy will supplement the daily instruction of the Common Core State Standards in math and language arts and the new NC State Essentials Standards in all other subject areas. Day to day instruction will be traditional in nature combining group work with whole class instruction. Teachers will seek to encourage the 21st century skills whenever possible. A full time technology teacher will work in conjunction with the classroom teachers to ensure that all technology goals are taught and used in meaningful ways. As funding allows, smart boards and document projectors will be purchased for all classrooms. Mobile computer labs will supplement the 3-4 desktop computers in every classroom.

Students will remain in self-contained classes in grade K-4. At grade 5 students will remain in their homeroom groups, but rotate among two teachers. Each of those teachers will teach two subject areas. It is anticipated that there will be teachers who specialize in math and science and ones who specialize in language arts and social studies.

A typical day in the lower grades would begin with a morning meeting. This time is critical for many reasons. The idea of a classroom community is developed during morning meeting as this is the time for sharing personal news, celebrating accomplishments, and planning for special events. The schedule for the day is reviewed during this time. In addition, many critical thinking skills are practiced each day during calendar and weather tracking activities. After meeting, a literacy block will begin. During this time groups of students will rotate through a guided reading group with the teacher and other literacy stations. The guided reading groups will at times be focused on students with a similar reading level. At other times they will be based on students needing instruction on a similar reading skill, such as fluency or decoding. After a snack break, the day will continue to the math block. This time will involve whole class instruction, problem solving, and often math stations. Lunch and recess will occur during the middle of the day. Social studies and science will occur during the afternoon as will fine arts classes. The day will end with an orderly carpool.

In the upper grades, students will spend the morning in either the math/science class or in the language arts/social studies class. The lunch and recess time will occur between the classes. A fine arts class will occur in one half of the day. Transitions will be limited to maximize instructional time.

- Demonstration that selected goals are clear, specific, measurable, ambitious and attainable.

In addition to achieving high growth in all tested subject areas, additional goals will be set for Falls Lake Academy. Day to day academic growth will be measured through formative assessment. The staff will be trained using the model found in the NC FALCON resources. Student retention will be documented for each school year. Staff retention will also be documented. In cases where a staff member or student chooses to leave the school, an exit survey will be administered. The results will be gathered and a report will be completed by the principal for presentation to the board of directors. It will be their job to determine if attrition is within acceptable amounts or if it indicates an area of concern. In addition, an anonymous staff survey will be administered at the completion of each year to determine areas of success and areas for improvement. A similar anonymous survey will be administered to the parents. The results of both surveys will be tabulated by a board member who will present those results at a board meeting prior to the beginning of the next school year. The survey results will be considered as goals for the upcoming year are established. It is anticipated that goals might be established on topics such as community outreach, family events, technology acquisition, fundraising, book donations, attrition, etc.

- *Entrance and exit requirements as well as graduation requirements (if the school is to be high school).*

Entrance Requirements: Any student who is eligible to attend a public school in North Carolina may attend Falls Lake Academy. When students enroll in Falls Lake Academy, they will be asked to submit a records release form so that we may obtain information from previous school years. A birth certificate will be required, as will recent immunization records. Students must have successfully passed their current grade in order to move to the next grade. And, students must be 5 years old on or before August 31 of the year to enroll in Kindergarten.

Exit Requirements: To exit Falls Lake Academy prior to 12th grade, the parents of the student must state in writing that they no longer wish to be enrolled. To exit Falls Lake Academy after 12th grade, the student must meet the requirements for graduation established by the North Carolina Department of Instruction. These requirements

include 4 English credits, 4 Mathematics Credits, 3 Science credits, 4 Social Studies, 1 Health and Education credit, and 6 elective credits. Students will be expected to pass End of Grade and EOC assessments. However, students who do not meet these requirements may still be allowed to exit at the discretion of the principal.

- *The school calendar (must provide instruction for a minimum of 185 instructional days) (G.S.115C-238.29F(d)(1)) and how it coincides with the tenets of the proposed mission.*

Falls Lake Academy would follow a traditional schedule and would have 185 school days and 10 teacher work days. The work days would be used for professional development and time to prepare instruction to support the mission of the school. The traditional calendar was chosen because, as a school who wants to be rooted in the community, we wish to follow the same schedule that other schools, businesses, and individuals that surround us. The school would attempt to align the calendar with Granville County School's calendar to allow families at multiple schools to have vacation time together.

- *A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*

Falls Lake Academy would comply with all federally and state mandated testing. Therefore, EOGs, EOCs and writing test data would be used to adjust instruction from year to year as strengths and weaknesses are assessed. The goal would be that all students make growth, that the school as a whole makes high growth, and that the school meets AYP annually.

In addition to required testing, Falls Lake Academy would implement a program like the one Northwest Evaluation Association (NWEA) provides. This program uses a computer based adaptive testing program to assess students' academic performance and identify and holes in their education, areas for improvement, areas of strength, as well as the next steps for each individual child. Because this test is adaptive, no two tests will be alike. If a child gets a question wrong, they get an easier question. If they get it right, they get a harder question. This lets the computer identify a RIT, or overall score, which indicates the instructional path appropriate for each student. The recommendations for instruction will help guide curriculum planning and can be shared with parents for reinforcement at home. This program is given several times a year and shows growth over time and can help predict when a student is not on track to pass an End of Grade assessment.

Formative and Summative assessments would also be used in class to assess progression and mastery of content. The NC Falcon model would also be used. Falls Lake Academy would be a data driven school and the pace of the content taught, as well as the teaching strategies used each year, would be modified annually depending on the needs of the students.

- *Provide an overview of the professional development needs associated with the mission and proposed instructional program. Be sure this discussion matches with the funding of the budget section.*

Falls Lake Academy would provide the whole staff with Project Based Learning professional development during its inaugural year. In subsequent years, professional development would be based on the needs of the teachers, although all development would come back to the teacher effectively being able to teach their content area through a project based approach. Whole group professional development would be offered annually, and some money would also be available for individual professional development to assist teachers who wish to grow stronger in a particular area where they are currently struggling or perhaps already excelling.

- *An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their “expected levels” of performance and delineate a plan accordingly.*

Students who are not performing at expected levels may need additional assistance to be successful. Expected levels means that the students are passing the EOG and making expected growth or high growth on an annual basis, unless otherwise stipulated by an IEP (i.e., a child is several years behind grade level and their IEP goal is for them to make 1.5 years growth, even if this means the child will still technically be behind grade level). We would also expect that a student completing his or her class work would be making a C or better in all subject areas.

If children are not meeting these goals, the first step will be for the classroom teacher to differentiate the content in class and make content with the parents about the potential problem. If differentiation and collaboration with the family is not enough, the EC Team would be called in to make suggestions and possibly test the student. The reading specialist or ELL teacher may provide additional support as needed. Falls Lake Academy believes that every child can be successful and an educator’s job is to assist students as they master the content, not to just disseminate the information.

- *Details in how the proposed charter plans to involve parents and community members within the school. Volunteers are the lifeblood of charter schools*

Parents will be asked to volunteer in each classroom to supervise the lunch and recess hour. This will not be a requirement, but it will be encouraged. In addition, parents will be sought to assist with the literacy and/or math blocks in lower grades classes and during PBL times in all grade levels. Parents with expertise in many areas will be sought, especially during the founding years of the school. Parents with expertise in technology, web design, cultural arts, real estate, fundraising, furniture moving and acquisition, and coaching will certainly be needed.

A formal PTA will not be created, but instead, Falls Lake Academy will have FLAP (Falls Lake’s Academy Parents) who will work as traditional parent-teacher organizations do. Their initial tasks will include hoisting open house, 8th grade graduation, and at least one family night per year. They will grow to include hosting a book fair, managing school pictures, and publishing the school yearbook.

In its initial year, the Falls Lake board of directors will seek experienced PTA leaders from its parent population to begin the organization of FLAP. Those dedicated parents will establish the bylaws and operating procedures under which FLAP will operate.

- *Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school.*

Falls Lake Academy will establish an extra-curricular sports team. This will be run by the PE Teacher/Athletic Director and the parents of middle school students. Through sports, Falls Lake Academy students will reach to the community and establish connections with others. In addition, Falls Lake Academy plans on hiring an Enrichment Coordinator to oversee before and after school programs. While the before school program will be limited to Falls Lake Academy students, the enrichment courses after school will be open to the community. Examples of such courses might include:

- Soda Pop Science
- Quilt Making
- Math Puzzle Masters

- American Girl Crafting
 - 5K Training
 - Lego Club
 - Typing
 - The Wizarding World of Harry Potter
 - Jewelry Making
 - Scrapbooking
- *Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school's process for identification and service of these students.*

SPECIAL EDUCATION (G.S.115C-106)

The charter school must accept special needs children under the federal legislation Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. As part of this section, the plan should include how you will identify and meet the needs of your projected students (at-risk, gifted/talented, English language learners, and students with disabilities) in a manner that aligns with the overall curriculum, instructional approach, and mission.

Initial Identification of EC Students:

Falls Lake Academy will not request information about race, religion, gender, or academic ability on the initial application for admission. However, once students have been enrolled in the school, the school will ask parents to sign a records release form so that cumulative folders can be requested from other schools. In addition, the school will ask the families at that time to notify them if their child has a need (such as a learning disability, identified behavior need, ELL, struggling student, identified as gifted or talented) and provide us with any paperwork, such as an IEP, that would help us begin to serve their child.

During the course of any school year, if a child is suspected to need additional assistance, the EC team would observe the students, evaluate if testing should be done, and the school would provide testing if the EC team and parents both agree. Students who are not tested or do not qualify, but still would benefit from assistance, will be given assistance from the staff.

Ensuring Needs Are Met:

Students with IEPs will have help from the EC Team. In most cases, we anticipate this help would be in the form on push-in assistance from the EC Teacher, meaning the student would remain in his or her class and the EC Teacher would come in to assist the students or even co-teach with the teacher. Students who required a pull-out setting would be pulled out of the class as needed. Students might also be given 504 plans if they were unable to qualify for an IEP, but had a documented disability (such as ADHD) and needed modifications to be successful. Students who did not qualify, but still needed assistance, might work with an EC Teacher when he or she was in the classroom to

work with a small group of EC students, and the classroom teacher would differentiate as necessary to help make the student successful. Students with physical disabilities would be given the tools they need to be successful (ramps, devices to magnify text, etc). Students who are labeled and gifted and talented would have work differentiated by their classroom teachers and math and reading would be ability grouped in most grades and differentiated in other grades. Students who are English Language Learners would receive additional support from the ELL teacher.

Reviewing the EC Program:

IEPs and 504 plans would be reviewed annually. Psychological evaluations, re-evaluations and educational testing would be repeated or given based on the recommendations of the EC Department and the law. The effectiveness of the EC program would be part of the educational audit through EOG scores, parent surveys, staff surveys, and the input of the committee assigned to the audit.

STUDENT CONDUCT AND DISCIPLINE (G.S.115C-238.29B(b)(12); G.S. 115C-238.29F(d)(4 and 5))

Provide drafts, included in this section, of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

Discipline Plan

Falls Lake Academy's school-wide Discipline Plan has been developed in order to provide a safe and orderly environment where teachers can teach and students can learn. Our goal is to nurture self-esteem as we help students to learn to make good behavior choices, become self-disciplined and responsible for their actions. Parents are expected to be active supportive partners in their child's educational program.

School-wide Student Recognition

Positive student behavior is recognized in the classroom and school-wide through praise, rewards, special activities, recognition at regular assemblies, certificates, phone calls and notes to parents.

Classroom Discipline

Each teacher will develop with his/her class a plan that clearly states classroom standards, rewards for positive behavior and consequences for negative behavior.

School-wide Rules

*Note that these rules apply to school sponsored events off campus as well as to any time students are on campus.

1. Respect the rights, feelings and property of others.
2. Keep hands, feet and other objects to yourself.
3. Follow directions of all school personnel.
4. Play safely. Guidelines for Safe Play include:
 - Climbing on apparatus only at recess, lunch and P.E. with supervision
 - Play and stay in designated areas
 - Running only in organized activities supervised by school personnel

- Play equipment is used properly and stays in appropriate areas
- Eat only in designated eating areas

5. Keep our school clean.

6. Do not bring items that are inappropriate for school or detract from the learning process, including toys, electronics, valuables, trading cards, gum, candy, soda, and anything that might appear to be a weapon. Inappropriate items will be taken away and returned only to a parent.

7. Guidelines for safe and appropriate dress are:

- Shoes should be appropriate for play and must have backs (no flip flops).
- Clothing should be appropriate for a school setting and should not detract or interfere with school activities.
- No slogans or products inappropriate for school aged children should appear on clothing.
- No hats.
- In cases of dress code violations, parent will be contacted to bring appropriate clothing.

Consequences

These steps will be followed for infractions of the rules:

- Step 1 – Reminder
- Step 2 – Staff/Student Conference
- Step 3 – Time Out/School Service
- Step 4 – Office Referral/Call Home
- Step 5 – Parent Conference

In most instances the above steps will be followed; however, alternative consequences may be determined depending on the severity of the action.

*Special education students and students with a behavior intervention plan may be subject to a modified set of consequences based on their documented education plans.

Suspension

In situations involving a student action that would impact the safety of our community or the effectiveness of our learning environment in a way that is severe in nature, suspension or expulsion may be required. In the event of a

possible suspension or expulsion, the principal will first meet with the student to discuss the situation and its consequence, allowing the student to speak on his/her behalf. If the suspension or expulsion is still warranted, the parent will be notified the reason for and the duration of the suspension or expulsion through email or telephone on the day of the decision. If the parent is not a native English speaker, a translated version of this notification will be provided.

(SL2011-0282)

Grievance

Any parent has the right to have a disciplinary decision reconsidered. In this case, a parent should submit a letter to the principal detailing the disciplinary event as it is understood by the parent and clearly explaining their concern about the designated consequence. The principal will schedule within five school days to discuss the believed misapplication of the discipline code. A decision will be made and the parent will be notified in writing of the decision within five school days from the meeting. If this decision is still unacceptable to the parent, or if the initial grievance is about the conduct of the principal, then the grievance should be filed directly with the board of directors who will follow the procedure as stated above.

Corporal Punishment

Corporal punishment will not be permitted at Falls Lake Academy.

TIMELINES

Please create and describe a detailed start-up plan, identifying major tasks, timelines, and responsible individuals for accomplishing those tasks.

September 2012	Receive preliminary approval from State Board of Education Set specific dates for family and staff open houses, application dates and deadlines, and the public lottery Attend training session with Office of Charter Schools if scheduled
October 2012	Create Falls Lake Academy website Set up a prospective family page with general information about the school and open house dates Set up a prospective staff page with general information about the school and open house dates Set up an employment page with the staff application, as well as a list of job descriptions, qualifications, and a general idea of when interviews for specific positions will take place Attend training session with Office of Charter Schools if scheduled
November 2012	Begin interviewing for the principal Submit application for 501 c3 Tax Exempt Status Attend training session with Office of Charter Schools if scheduled
December 2012	Continue interviewing for principal Attend training session with Office of Charter Schools if scheduled
January 2013	Choose a principal and notify applicant (contract can't be offered until final approval in March, however applicant will be notified of the intent to hire and applicant can start taking on job responsibilities) Host first family open house Attend training session with Office of Charter Schools if scheduled
February 2013	Host second family open house Host prospective staff open house Principal begins interviewing applicants for all remaining positions Attend training session with Office of Charter Schools if scheduled
March 2013	Final Approval given from State Board of Education Principal is officially hired by Board and given a contract and may start receiving a negotiated start up salary if possible Host third and final family open house Place application for enrollment online, begin accepting applications, and begin mailing out lottery numbers Principal continues hiring applicants for all remaining positions Principal makes recommendations for any positions he feel like should be filled and Board votes to hire (or not hire) applicant and offer (or not offer) contracts

Office Manager may be officially hired and start receiving a negotiated start up salary to assist with the lottery and enrollment process
Principal attends college education job fairs
Attend training session with Office of Charter Schools if scheduled

- April 2013
- Application period continues and concludes this month
 - Two weeks after the application period ends, public lottery is held
 - Notification is sent to all students who receive a seat
 - Principal continues hiring applicants for all remaining positions
 - Principal makes recommendations for any positions he feels like should be filled and Board votes to hire (or not hire) applicant and offer (or not offer) contracts
 - Principal attends college education job fairs
 - Attend training session with Office of Charter Schools if scheduled
- May 2013
- Principal completes hiring applicants for all remaining positions
 - Principal makes recommendations for any positions he feel like should be filled and Board votes to hire (or not hire) applicant and offer (or not offer) contracts
 - Written acceptance or declination of seats requested from parents
 - If seats are declined, students on the waitlist are called until all seats are filled
 - If neither acceptance nor declination of a seat is received for any specific student, phone calls and house calls to the family will take place
 - Attend training session with Office of Charter School if scheduled
- June 2013
- Seats continue to be filled from the waitlist as needed
 - Records requests are sent to various schools
 - Reach out to parents of enrolled children to find a “grade level mom” to head up get to know you activities for each grade over the summer, as well as committees such as PTA, hospitality, sports, etc.
 - Attend training session with Office of Charter Schools if scheduled
- July 2013
- Seats continue to be filled from the waitlist as needed
 - Records begin to arrive and are organized
 - Parents host get to know you activities
 - Attend training session with Office of Charter Schools if scheduled
- August 2013
- School hosts staff picnic
 - Parents continue to host get to know you activities
 - Teacher Workdays begin
 - Student Open House is held
 - First day of school

PRIVATE SCHOOL CONVERSIONS: *complete ONLY if the proposed charter is a private school conversion.*

- Provide a detailed description of the existing private school's financial status. N/A
- Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school). N/A
- Depict and analyze the current enrollment trends of the school over the past three academic years. N/A
- Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through summative assessments. N/A
- Explain the proposed charter school's expected staff turnover due to the statutory requirements for teacher licensure and highly qualified status. N/A

Not Applicable

VI. BUSINESS PLAN

PROJECTED STAFF:

Provide a list of positions anticipated for the charter school; (e.g., principal or director; support staff; teachers, part-time and full-time; paraprofessionals/teaching assistants, clerical, and maintenance.).

Projected Staff:

- Principal (Vice Principal to be added in the future)
- Curriculum Director
- 16 full-time classroom teachers (grows each year)
- 2 full-time teacher assistants for Kindergarten
- 2 part-time teacher assistants for First Grade
- 1 full-time special education teachers
- 1 part-time special education teacher
- 1 part-time reading specialist
- 1 part or full-time ELL teacher
- 1 full-time art teacher (more arts/electives teachers added each year)
- 1 full-time music teacher
- 1 full-time office manager
- 1 part-time office assistant
- Enrichment Coordinator

Discuss how the school will develop, mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Please include a timeline, steps to be taken, and a lead contact.

Develop Teachers:

Although many teachers are already experts in their field, each teacher has room to grow. To continually develop our teachers, Falls Lake Academy would set aside money in its budget annually for whole-staff development and individual staff development. As outlined earlier, whole-staff development would focus primarily on Project Based Learning the first year of operation. In subsequent years, development would be scheduled based on the needs to the staff. If the school needed to make improvements to the math program, math might be the focus on the year and various professionals would be brought in to train the staff. Similarly, individual staff development would be provided to individuals who wished to improve upon an area, or, conversely, who wished to invest additional time in an area of strength in order to become an "expert" that other staff members could learn from and use as a resource. The Curriculum Specialist would oversee the scheduling and implementation of staff development.

Mentor Teachers:

Both beginning and experienced teachers need mentors. Those teachers who have already obtained a SP II license would complete a PDP every year to be approved by the principal. Teachers with similar goals would work together, mentoring each other as they made progress towards their PDP goals annually. Beginning teachers would take part in a state approved Beginning Teacher Program (BTP). The BTP, would be submitted to DPI for approval, held on file with the Licensure Section, and would require each new teacher with a SP I license to spend three years under the supervision of a teaching mentor. Mentors would have to have 4 years of experience teaching in North Carolina in order to qualify. An experienced teacher on staff would be paid a stipend to oversee the BTP program and serve as the school's BTP contact, and mentors would receive a small annual stipend for their time.

Evaluate Staff:

The principal and vice-principal of the school would evaluate staff in several ways. First, data from EOGs, NWEA, and parent surveys would evaluate teacher effectiveness. However, more time would be spent using the North Carolina Teacher Evaluation Process. This process has been adopted by all non-charter LEAs and uses an online evaluation rubric system to annual evaluate employees. The rubric, a sample PDP, the general evaluation process and links to other resources can be found in the appendix. The school's principal would be the main contact for teacher evaluations, although the vice-principal would serve as a secondary contact. However, the plan would follow the general guidelines below:

- Teachers would complete a PDP to be approved by an administrator at the beginning of each year
- Teachers in the BTP Program would be formally observed 4 times per year
- Teachers in years 1, 2, 3, or 4 of a valid SP II license would be formally observed, at minimum, once per year
- Teachers in year 5 of a valid SP II license would be formally observed three times per year
- Additional observations could be scheduled at any time, either formal or informal
- Teachers would meet after each observation to post-conference
- PDP would be evaluated mid-year and at the conclusion of each year, either during a post-conference or during a PDP conference as needed
- Staff who are not proficient would be placed on an Action Plan

Also include the following information for the proposed charter school:

- Process to advertise for and employ members of the school
 - Any position new to the school would be posted on the website and open to the public for a minimum of two weeks before being filled. This means, in year one, each position would be posted and open to the public. In subsequent years, any positions being vacated by staff members will be open internally before being made public (i.e., a second grade teacher moves out of state, and a 3rd grade teacher on staff wishes to change grade levels)
 - In addition to being posted on the website, open positions would be posted in the newspaper, on local message boards, and advertised on fliers
 - During the planning year, the Board of Directors would hold a Prospective Staff Open House to explain the program, benefits, and job descriptions to interested individuals
 - During the planning year the Board would interview at minimum, three candidates for principal. The Board would vote to hire a principal. The principal would be the first employee hired by the Board.
 - After hiring the principal, he or she would interview and suggest to the Board individuals to fill all other staff positions. The Board would then vote on each of these suggestions individually
 - Only after the Board votes and approves each individual for employment will the individual be given a contract
- Procedures for grievance and/or termination
 - Should an employee have a grievance with another staff members, grievances would be given, in writing, to the principal
 - Should an employee have a grievance with the principal or another staff member about whom the employee feels the principal might have a conflict of interest, grievances would be given, in writing to the Board of Directors
 - An official, legal, grievance policy would be provided in the Staff Handbook prior to the beginning of the school year, and no employee could be the subject of retaliation
 - Contracts for employees will be one-year and will be at-will contracts. The Board may choose to not renew an individual's contract for the following school year
 - Termination of employment during the year can happen immediately if the employee violates any item in The Standards for Professional Conduct for NC Educators (16 NCAC 6C.0602). Termination of employment

during the year due to job performance must be after the employee has been placed on an action plan and has not shown improvement towards their goals

- Sample employment policies to be implemented by the proposed charter school
 - Falls Lake Academy will be an equal opportunity employer
 - The Board of Directors will hire and fire all employees
 - All employees will have to complete and pass a background check annually in order to remain employed by the school. Refusal to complete a background check or failure to pass can result in immediate termination of employment
 - All contracts will be at-will contracts and good for one school year
- Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company.

N/A

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: (G.S.115C-238.29F(e))

List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

Principal and Vice-Principal Qualifications

- An Master's degree or higher in education, one specifically in administration preferred by not required
- Minimum of 5 years teaching and/or educational administration experience
- Hold a valid SP II North Carolina Teaching License

Curriculum Director

- A Bachelor's degree or higher in education
- Minimum 5 years teaching experience
- Hold a valid SP II North Carolina Teaching License

Classroom Teachers K-5

- A Bachelor's degree of higher in education
- Hold a valid SP I or SP II North Carolina Teaching License in Elementary Education, or be on track to receive a SP I or SP II license from DPI's Licensure Department
- Ideally one teacher would also hold a Reading Specialist certification in grade K-3 and 3-5

Classroom Teachers in Grade 6

- A Bachelor's degree of higher in education
- Hold a valid SP I or SP II North Carolina Teaching License (or be on track to receive a SP I or SP II license from DPI's Licensure Department) in elementary education or middle school certification in the subject he or she will teach
- Ideally one teacher would also hold a Reading Specialist certification

Classroom Teachers 7-8

- A Bachelor's degree of higher in education
- Hold a valid SP I or SP II North Carolina Teaching License (or be on track to receive a SP I or SP II license from DPI's Licensure Department) with middle school certification in the subject he or she will teach

Teacher Assistants

- A Bachelor's degree is preferred, but not required
- Experience as a teacher assistant is preferred, but not required

EC Teacher

- A Bachelor's degree or higher in education
- Hold a valid SP I or SP II North Carolina Teaching License (or be on track to receive a SP I or SP II license from DPI's Licensure Department) in Special Education. Dual certification in middle school content areas, EC subject areas, or elementary education is a plus

Art Teacher

- A Bachelor's degree or higher in education
- Hold a valid SP I or SP II North Carolina Teaching License (or be on track to receive a SP I or SP II license from DPI's Licensure Department) in visual arts K-12

Music Teacher

- A Bachelor's degree or higher in education
- Hold a valid SP I or SP II North Carolina Teaching License (or be on track to receive a SP I or SP II license from DPI's Licensure Department) in music K-12

Reading Specialist Teacher

- A Bachelor's degree or higher in education
- Minimum 5 years of teaching experience
- Hold a valid SP I or SP II North Carolina Teaching License (or be on track to receive a SP I or SP II license from DPI's Licensure Department) as a reading specialist

ELL Teacher

- A Bachelor's degree or higher in education
- Hold a valid SP I or SP II North Carolina Teaching License (or be on track to receive a SP I or SP II license from DPI's Licensure Department) with ELL certification

Foreign Language Teacher (for future years)

- A Bachelor's degree or higher in education
- Hold a valid SP I or SP II North Carolina Teaching License (or be on track to receive a SP I or SP II license from DPI's Licensure Department) in the foreign language to be taught

PE Teacher (for future years)

- A Bachelor's degree or higher in education
- Hold a valid SP I or SP II North Carolina Teaching License (or be on track to receive a SP I or SP II license from DPI's Licensure Department) in Physical Education K-12

Office Manager

- A Bachelor's degree is preferred, but not required
- Organizational and personal skills appropriate
- Secretarial experience in a school or business is a plus

Office Assistant

- A Bachelor's degree is preferred, but not required
- Organizational and personal skills appropriate

Enrichment Coordinator

- A Bachelor's degree is preferred, but not required
- Experience with education in a formal or non-formal setting
- Organizational and personal skills appropriate

ENROLLMENT and BUSINESS PLAN (GS 115C.238.29F(g)(1-7))

Provide a plan indicating how the school will reasonably reflect the demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)). Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

Falls Lake Academy seeks a population reflective of our community. To that end, we will advertise our intentions in as many ways as we can create. We intend to post advertisements in local newspapers and on local radio stations. We will seek public locations such as grocery stores, day care centers, and public parks to post fliers. We will attend the education job fairs at local universities including Peace College, UNC-Chapel Hill, and UNC- Greensboro to seek the best possible staff. We will establish a website and a Facebook page as soon as approval is received from the state. Through these various forms of communication, we will advertise the dates of at least three public open house events. At these events we will share information about charter schools, Falls Lake's mission and philosophy, the lottery process, and the teacher application process. In all advertising situations, we will provide information in Spanish as well as in English. We will seek a Spanish translator to attend these events and assist the board of directors in answering questions.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

Also, in narrative format, explain how your spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

Also, in narrative format, explain how your spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

Budget Narrative:

The spending priorities and budget of Falls Lake Academy closely align with the school's mission. The budget projections below use Granville County's state and local allotment amount. The school does anticipate students from other counties will attend. However the Granville County state and local amount is lower than a few of the surrounding counties which will allow the board to budget conservatively.

The Falls Lake Academy board has included a line item for Staff Development in the budget each year. Staff development is a major part of the success of the school, students and teachers because it directly impacts the ability to deliver the instructional model outlined in the charter. Therefore these funds will be used for training specifically related to

inclusion, Project Based Learning, and the Common Core Curriculum transition. In addition to the Staff Development budget line item FLA has set aside funds to hire a Curriculum Director. The Curriculum Director will align the materials, supplies and training directly with the school's charter. The Curriculum Director will also lead the faculty in curriculum mapping thereby coordinating the instructional delivery model with purchasing and training efforts.

The Falls Lake Academy Board anticipates and seeks a diverse student population through multiple community marketing efforts to increase applicants. Therefore the Board has set aside funds in the budget to provide free and reduced lunch to students that qualify. The Board is committed to serving each student who is accepted to Falls Lake Academy through the lottery. Offering free and reduced lunch to students is one example of that commitment to eliminate barriers that could prevent students from attending Falls Lake Academy. The board also plans to investigate and provide transportation options to parents who need help getting their student to school each day.

A part of the Board of Directors yearly budget is a contingency reserve fund. This contingency will include funds equivalent to 1% of the entire budgeted yearly revenues. The board anticipates this will defray possible unforeseen costs or changes that arise during the school year.

The budget planning process is an essential part of developing a sound fiscal plan, therefore the board will begin budget planning for the next school year in January and approve the budget during the May board meeting. The Administrators and Finance Officer will meet regularly to develop realistic projections of revenues and expenses necessary for the upcoming school year. The projections will be based on the 5 year budget plan presented in the school's charter which was based on research of other charter schools pro-forma, as well as historical data once the school is operating. This initial budget draft will be presented to the Board of Directors with corresponding data and needs assessments for board review. The operating budget will also be presented at the monthly board meetings. Any purchases outside of the approved operating budget will require prior board approval.

**PROJECTED ENROLLMENT
2013-14 through 2017-2018**

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Granville County

List LEA #2 – Durham County

List LEA #3 – Wake County

GRADES		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	K	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>
First	1	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>
Second	2	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>
Third	3	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>
Fourth	4	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>
Fifth	5	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>
Sixth	6	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>

PROJECTED ENROLLMENT 2013-14 through 2017-2018 (continued)

		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	7	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>
Eighth	8				<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>10</u>	<u>5</u>
Ninth	9							<u>55</u>	<u>17</u>	<u>8</u>	<u>55</u>	<u>17</u>	<u>8</u>	<u>55</u>	<u>17</u>	<u>8</u>
Tenth	10										<u>55</u>	<u>17</u>	<u>8</u>	<u>55</u>	<u>17</u>	<u>8</u>
Eleventh	11													<u>55</u>	<u>17</u>	<u>8</u>
Twelfth	12															
LEA Totals		<u>200</u>	<u>80</u>	<u>40</u>	<u>225</u>	<u>90</u>	<u>45</u>	<u>280</u>	<u>107</u>	<u>53</u>	<u>335</u>	<u>124</u>	<u>61</u>	<u>390</u>	<u>141</u>	<u>69</u>
Overall Total Enrollment		<u>320</u>			<u>360</u>			<u>440</u>			<u>520</u>			<u>600</u>		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	<u>\$1,693,295.98</u>	<u>\$1,902,789.84</u>	<u>\$2,328,875.60</u>	<u>\$2,751,312.34</u>	<u>\$3,173,749.08</u>
--Local Per Pupil Funds	<u>\$ 484,291.20</u>	<u>\$ 544,827.60</u>	<u>\$ 665,900.40</u>	<u>\$ 786,973.20</u>	<u>\$ 908,046.00</u>
--Federal Funds	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Grants*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Foundations*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Private Funds*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Other Funds*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
TOTAL INCOME	<u>\$2,177,687.18</u>	<u>\$2,447,617.44</u>	<u>\$2,994,776.00</u>	<u>\$3,538,285.54</u>	<u>\$4,081,795.08</u>
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

Budget (continued): Revenue Projections 2013-14 through 2017-2018

**SHOW CALCULATIONS
FOR FIGURING STATE
AND LOCAL DOLLARS
FOR THE PROPOSED
CHARTER SCHOOL**

See <http://www.ncpublicschools.org/fbs/stats/index.html>
(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data)

The formula for figuring these allotments can be found in the Resource Guide.

2013-2014

\$4,961.17 x 320 = \$1,587,574.40 State Operating Income

\$3,649.02 x 29 = \$ 105,821.58 EC Allotment

\$1,513.41 x 320 = \$ 484,291.20 Local Operating Income

\$2,177,687.18 Total Operating Income

2014-2015

\$4,961.17 x 360 = \$1,786,021.20 State Operating Income

\$3,649.02 x 32 = \$ 116,768.64 EC Allotment

\$1,513.41 x 360 = \$ 544,827.60 Local Operating Income

\$2,447,617.44 Total Operating Income

2015-2016

\$4,961.17 x 440 = \$2,182,914.80 State Operating Income

\$3,649.02 x 40 = \$ 145,960.80 EC Allotment

\$1,513.41 x 440 = \$ 665,900.40 Local Operating Income

\$2,994,776.00 Total Operating Income

2016-2017

\$4,961.17 x 520 = \$2,579,808.40 State Operating Income

\$3,649.02 x 47 = \$ 171,503.94 EC Allotment

\$1,513.41 x 520 = \$ 786,973.20 Local Operating Income

\$3,538,285.54 Total Operating Income

2017-2018

\$4,961.17 x 600 = \$2,976,702.00 State Operating Income

\$3,649.02 x 54 = \$ 197,047.08 EC Allotment

\$1,513.41 x 600 = \$ 908,046.00 Local Operating Income

\$4,081,795.08 Total Operating Income

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
<i>PERSONNEL</i>										
<i>Total # of staff and Projected Costs</i>	#32	\$1,160,000	#37	\$1,342,600	#46	\$1,739,000	#54	\$2,102,300	#61	\$2,416,600
--Administrator(s)	#2	\$125,000	#3	\$185,000	#4	\$240,000	#4	\$250,000	#4	\$260,000
--Clerical	#1	\$30,000	#2	\$30,500	#2	\$45,000	#2	\$45,500	#2	\$60,000
--Teachers	#20	\$780,000	#23	\$901,600	#30	\$1,179,000	#36	\$1,432,800	#42	\$1,692,600
--Librarians	#0	\$0	#0	\$0	#0	\$0	#0	\$0	#0	\$0
--Guidance	#0	\$	#	\$	#1	\$38,000	#2	\$80,000	#2	\$81,000
--Teacher Assistants	#4	\$80,000	#4	\$80,000	#4	\$81,000	#4	\$81,500	#5	\$98,000
--Custodian	#	\$	#	\$	#	\$	#	\$	#	\$
--Maintenance	#	\$	#	\$	#	\$	#	\$	#	\$
--Food Service	#	\$	#	\$	#	\$	#	\$	#	\$
--Bus Driver										
--Other										
		<u>\$80,000</u>		<u>\$80,000</u>		<u>\$80,000</u>		<u>\$120,000</u>		<u>\$122,000</u>
		<u>\$20,000</u>		<u>\$20,000</u>		<u>\$30,000</u>		<u>\$38,000</u>		<u>\$41,000</u>
		<u>\$25,000</u>		<u>\$25,000</u>		<u>\$25,000</u>		<u>\$33,000</u>		<u>\$40,000</u>
		<u>\$20,000</u>		<u>\$20,500</u>		<u>\$21,000</u>		<u>\$21,500</u>		<u>\$22,000</u>
<i>EMPLOYEE BENEFITS</i>		<u>\$243,600</u>		<u>\$296,372</u>		<u>\$382,580</u>		<u>\$483,529</u>		<u>\$579,984</u>
<i>STAFF DEVELOPMENT</i>		<u>\$20,000</u>		<u>\$22,000</u>		<u>\$25,000</u>		<u>\$27,000</u>		<u>\$30,000</u>
<i>MATERIALS AND SUPPLIES</i>		<u>\$80,000</u>		<u>\$83,000</u>		<u>\$88,000</u>		<u>\$93,000</u>		<u>\$100,000</u>
<i>OFFICE SUPPLIES</i>		<u>\$20,000</u>		<u>\$22,000</u>		<u>\$25,000</u>		<u>\$28,000</u>		<u>\$32,000</u>
<i>INSTRUCTIONAL EQUIPMENT</i>		<u>\$40,000</u>		<u>\$40,000</u>		<u>\$46,000</u>		<u>\$50,000</u>		<u>\$58,000</u>
<i>OFFICE EQUIPMENT</i>		<u>\$20,000</u>		<u>\$21,000</u>		<u>\$25,000</u>		<u>\$31,000</u>		<u>\$34,000</u>

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>TESTING MATERIALS</i>	<u>\$12,000</u>	<u>\$14,000</u>	<u>\$16,000</u>	<u>\$18,000</u>	<u>\$22,000</u>
<i>INSURANCE</i>	<u>\$18,500</u>	<u>\$21,000</u>	<u>\$26,000</u>	<u>\$31,000</u>	<u>\$38,000</u>
<i>UTILITIES</i>	<u>\$85,000</u>	<u>\$90,000</u>	<u>\$99,000</u>	<u>\$110,000</u>	<u>\$120,000</u>
<i>RENT</i>	<u>\$375,000</u>	<u>\$392,000</u>	<u>\$411,000</u>	<u>\$438,000</u>	<u>\$500,000</u>
<i>MAINTENANCE & REPAIR</i>	<u>\$28,000</u>	<u>\$31,000</u>	<u>\$34,000</u>	<u>\$38,000</u>	<u>\$42,000</u>
<i>TRANSPORTATION</i>	<u>\$10,000</u>	<u>\$11,000</u>	<u>\$12,000</u>	<u>\$13,000</u>	<u>\$14,000</u>
<i>MARKETING</i>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>	<u>\$10,000</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	<u>\$7,000</u>	<u>\$9,000</u>	<u>\$11,000</u>	<u>\$13,000</u>	<u>\$15,000</u>
<i>PROFESSIONAL DEVELOPMENT</i>	<u>\$10,000</u>	<u>\$13,000</u>	<u>\$16,000</u>	<u>\$18,000</u>	<u>\$22,000</u>
	\$25,000	\$25,000	\$30,000	\$35,000	\$41,000
TOTALS	\$2,164,100	\$2,442,972	\$2,995,580	\$3,538,829	\$4,078,584

BUDGET NARRATIVE: Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this space to explain, in depth, your budget calculations for years 2 through 5.

Below is a table that represents how the school will grow its staff each year as the student population and grade levels grow:

2013-2014 K-7	2014-2015 K-8	2015-2016 K-9	2016-2017 K-10	2017-2018 K-11
<ul style="list-style-type: none"> • 1 Principal • 1 Curriculum Director • 1 Office Manager • 16 Classroom Teachers • 4 Specials Teachers • 4 Teachers Assistant's • 2 EC Teachers • 1 PT ELL • 1 PT Reading Specialist • 1 Enrichment Coordinator 	<ul style="list-style-type: none"> • 1 Principal • 1 Assistant Principal • 1 Curriculum Director • 1 Office Manager • 18 Classroom Teachers • 5 Specials Teachers • 4 Teacher's Assistants • 2 EC Teachers • 1 PT ELL • 1 PT Reading Specialist • 1 Enrichment Coordinator 	<ul style="list-style-type: none"> • 2 Principals • 1 Assistant Principal • 1 Curriculum Director • 1 Office Manager • 1 PT Office Assistant • 1 Counselor • 22 Classroom Teachers • 8 Specials Teachers • 4 Teacher's Assistants • 2 EC Teachers • 1 PT ELL • 1 PT Reading Specialist • 1 Enrichment Coordinator 	<ul style="list-style-type: none"> • 2 Principals • 1 Assistant Principal • 1 Curriculum Director • 1 Office Manager • 1 PT Office Assistant • 2 Counselors • 26 Classroom Teachers • 10 Specials Teachers • 4 Teacher's Assistants • 3 EC Teachers • 1 ELL • 1 PT Reading Specialist • 1 Enrichment Coordinator 	<ul style="list-style-type: none"> • 2 Principals • 1 Assistant Principal • 1 Curriculum Director • 1 Office Manager • 1 Office Assistant • 2 Counselors • 30 Classroom Teachers • 12 Specials Teachers • 5 Teacher's Assistants • 3 EC Teachers • 1 ELL • 1 Reading Specialist • 1 Enrichment Coordinator

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>0</u>
Certificates of Deposit	\$ <u>0</u>
Bonds	\$ <u>0</u>
Real Estate	\$0
Capital Equipment	\$0
Motor Vehicles	\$0
Other Assets	\$0
TOTAL	\$0

ADDITIONAL NOTES:

SCHOOL AUDITS:

PROGRAM AUDITS: GS 115C-238.29B(b)(6)

Describe the procedure and method for evaluating the overall effectiveness of the proposed charter school program as related to the mission of the school.

Falls Lake Academy will review both End of Grade Tests and well as information from programs like NWEA to evaluate the effectiveness of the year and adjust the teaching focus in particular grades and subjects as necessary. In the spring of each year, families will be asked to complete an online survey anonymously for each of their children. This survey will ask students to rate the quality of the academic program, the mission, extracurricular activities, experiences with staff, effectiveness of the Board of Directors, and general satisfaction with the program. This data will be analyzed by a committee established by the Board of Directors made up of at least one parent, one teacher, and one Board member, or, the Board may choose to contact a 3rd party to evaluate the data. In either case, quantitative data would be distributed to the administration and staff so that improvements could be made. Qualitative data, such as personal comments, would not be shared as it could provide identifying information and negate the anonymity of the survey. In addition, this committee would assess the school's overall performance related to its goals, educational plan, and mission, and report back bi-annually to the Board with recommendations for improvement. The staff would also be asked to complete a survey (in addition the NC Working Conditions Survey) about the school year and information from this would be used to guide administrative decisions for staff development, planning time, and instructional support.

FINANCIAL AUDITS: GS 115C-238.29F(f)(1)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (GCC) that will conduct the audit. Include the complete mailing address, telephone number and fax number.

The Board shall interview no less than three firms to conduct a financial audit. The Board's Finance Officer will lead these interviews and work with the chosen firm during the audit. While specific auditors haven't been chosen, Falls Lake Academy would interview firm that worked successful with other charter schools, such as:

Thomas, Judy & Tucker, P.A.
4504 Falls of Neuse Road
Suite 504
Raleigh, NC 27609
Ph:919.571.7055
Fax:919.516.0277

Potter & Company, CPAs, P.A.
434 Copperfield Blvd., NE
Suite A
Concord, NC 28025
Ph: 704.786.8189
Fax: 704.786.4447

CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c))

State the proposed coverage for:

Comprehensive General Liability	\$1,000,000
Officers and Directors/Errors and Omissions	\$1,000,000
Property Insurance	Replacement Cost
Motor Vehicle Liability	\$1,000,000
Bonding	
Minimum amount:	\$250,000
Maximum amount:	\$1,000,000

If you, as an applicant, have already received quote from an insurance organization, please provide a copy within the appendices.

See Resource Manual for Minimums allowed by SBE Policy.

TRANSPORTATION (G.S. 115C-238.29F(h))

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.

Falls Lake Academy will primarily be a carpool school. To support and encourage the carpool system, a committee of FLAP (Falls Lake Academy Parents) will be organized to assist parents seeking carpools. This will occur after the lottery occurs each year in preparation for the upcoming school year.

Transportation shall not prohibit any student from attending Falls Lake Academy. Therefore, money will be allotted in the annual budget to provide transportation for students who need it. In this event, Falls Lake Academy will contract transportation through a local company, such as a cab company or Lucas Transportation. If many students are in need of transportation, a plan for pick up and drop off at a common location will be arranged.

FACILITY (GS 115C-238.29D(c))

Describe the facility in which the school will be located. Include information on how the site is appropriate to your instructional program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

N/A

Name of the facility (if known): _____

Address: _____

City/State/Zip: _____

Description of the Facility:

Total square feet: _____

Number of Classrooms: _____

Number of Restrooms: _____

Other Rooms: _____

Auditorium: _____

Gymnasium: _____

Music Room: _____

Art Room: _____

Laboratory: _____

Ownership: Fee Simple or Lease

If the facility is to be leased, provide the following information:

(a) Term of the Lease: _____

(b) Type of Lease: _____

(c) Rent: \$ _____ per month

Name of Landlord: _____

Address: _____

City/State/Zip: _____

Phone: _____

Fax: _____

Document inspections for the following:

(a) Fire: _____

(b) Safety: _____

(c) Handicapped accessibility? _____

Falls Lake Academy in in the process of looking at locations, but does not have a specific location at this time.

Describe how the maintenance will be provided for the facility.

Falls Lake Academy will ensure proper care is provided for the facility. A custodial staff will be hired to clean the building regularly. In addition, insurance on the property will cover accidental damage and weather related events. Inspections will be done as needed. A staff member will be assigned this responsibility.

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

Falls Lake Academy has not secured a specific facility, although several properties are being considered. If needed, Falls Lake Academy would hire a commercial real estate agent to find properties that met the needs of the school and met the facility requirements for a school. Ideally, the school would have a building with a large indoor space for grade level and school meetings, office space for administration, one classroom per class, bathrooms for staff, bathrooms for students, a main office at the entrance of the building, and additional spaces when possible (such as a technology lab, gym, room with tables set up for student lunch times, etc). The building would ideally be set on land with field for recess, as well as after school sports and activities. Should the search for a building become unsuccessful, Falls Lake Academy would purchase land and use modular units until a building could be built.

HEALTH AND SAFETY REQUIREMENTS (G.S. 115C-238.29F(a))

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the Federal and state governments. Address how the proposed charter school will meet the following requirements:

- Safety

The safety of our students and staff is the first responsibility of the board of directors. To that end, a safety consultant will be sought to inspect our facility and make suggestions on policies and procedures specific to our location.

Some procedures are not dependent upon location. All doors other than the front door will remain locked from the outside. All entrances will be posted with signs reminding visitors to sign in and reminding visitors that no weapons are allowed on campus. A log of visitors will be maintained in the front office. Visitors will be required to wear a sticker identifying them as such. Adults in the building without a visitors pass will be escorted back to the office to get one. All volunteers and staff will be required to submit to a criminal background check.

Some procedures will be dependent upon location. The feasibility of security cameras to observe entrances will be considered. Distance from road ways or water bodies will determine the need for fencing.

In addition, the procedures for carpool will be carefully determined and recorded. Staff will be trained in the procedures and they will train the students. All families will also be trained on the procedures and will be required to sign that they have read and understood the procedures.

- Immunization of Students

The office manager will be responsible for reviewing all immunization records of incoming students. The office manager will be trained and assisted in this process by Amanda Johnson, Certified Pediatric Nurse Practitioner, and member of our board of directors.

- Fire and Safety Regulations

Our fire and safety procedures will be overseen by Tim Slaughter, Captain at Stony Hill Fire Department and member of our board of directors.

Prior to the arrival of students, all staff member will be trained in emergency evacuation procedures. An emergency procedures binder will be kept in a central location in each classroom and meeting area.

We will follow all fire and safety requirements. We will begin by inviting local fire personnel to our site for an inspection. This will reveal any outdated fire extinguishers or non-operational emergency exit lights or signs. Once all equipment is operational and school is open, we will begin month fire evacuation drills. We will also test the emergency lights each month. Prior to the beginning of each school year we will host a fire inspection.

We will hold an annual tornado drill and an annual lock down drill.

- Food Inspections

We will not cook or serve food on campus, so food inspections will not be necessary.

- Hazardous Chemicals

All chemicals meeting OSHA standards will be kept in locked storage areas. Chemicals not meeting OSHA standards will not be allowed on campus. Science laboratories will be fitted with lockable storage areas as well as the proper extinguishers for chemical fires.

- Blood borne Pathogens

All staff will watch the blood borne pathogens video each year. Documentation of this viewing will be kept on file. Proper procedures will be followed any time bodily fluids are involved.

- Diabetes care plans

Diabetes care plans will be requested from the pediatrician of any diabetic students. The plans will be kept on file in the office. All staff members working with diabetic students in any capacity will be required to attend a training session at the beginning of each school year. This session will be conducted by Amanda Johnson, CPCP, and member of our board of directors.

- Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn

N/A

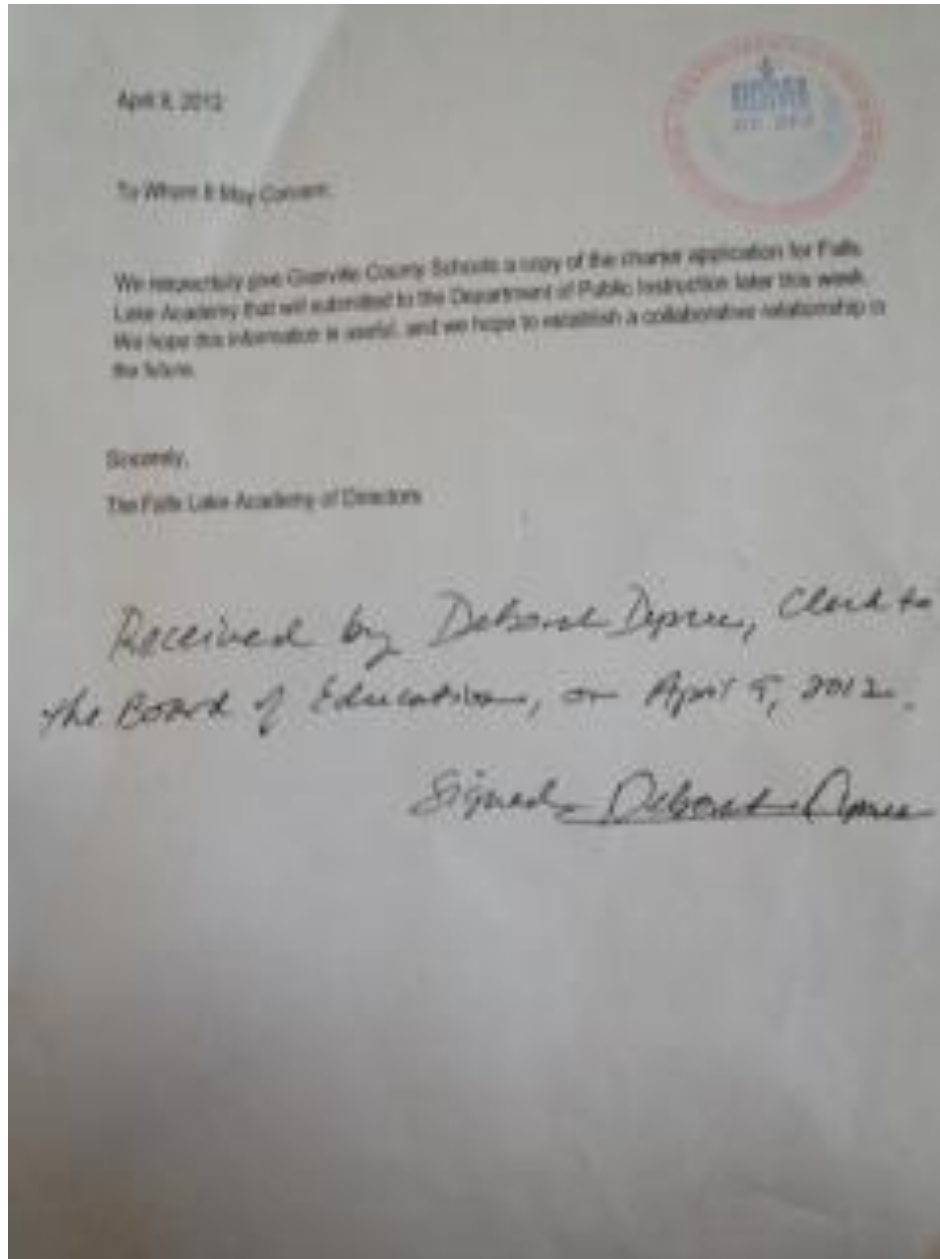
- Providing parents and guardians with information about:
 - Meningococcal meningitis and influenza and their vaccines at the beginning of each year
 - Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases

At the beginning of each school year, Amanda Johnson, CPNP, and member of our board of directors will seek the latest information about the mentioned disease and their vaccines as written by the American Medical Association. She will distribute the information to the applicable students. When possible, she will work with the Granville County Health Department and seek to use Falls Lake Academy as a public flu shot site.

VII. LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. Applicants are encouraged to submit their application to the LEA first so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Please attach to this application a return receipt, or other documentation, verifying the applicant's timely submission of a copy of this application to the LEA.



VIII. APPENDICES (OPTIONAL)

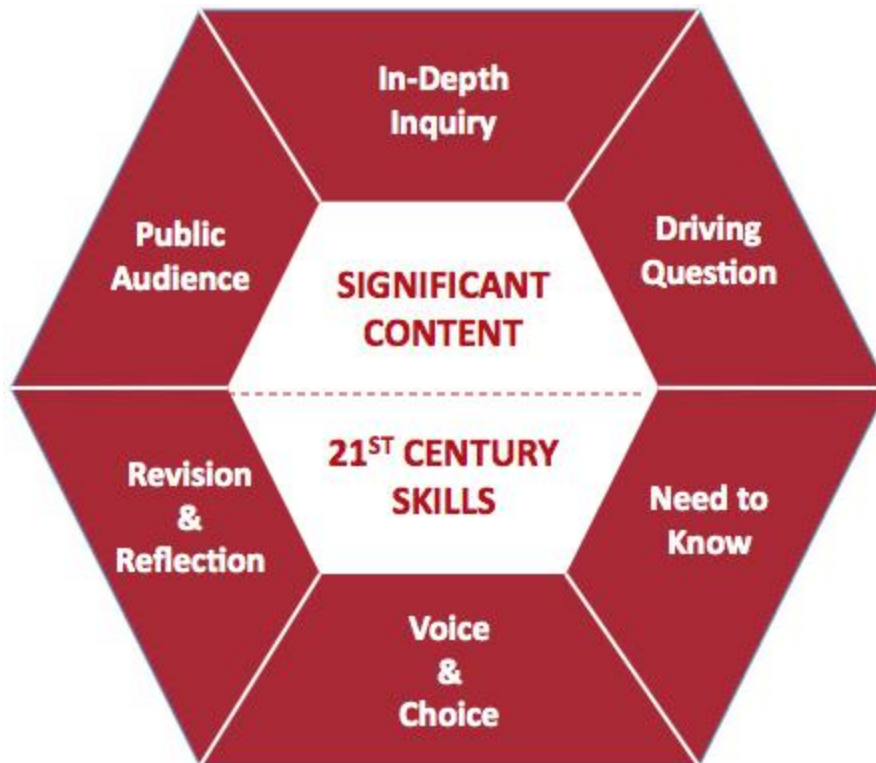
You may include numbered and indexed appendices to provide additional information that you believe will assist the State Board of Education in the consideration of your application.

1. What is Project Based Learning
2. Is Project Based Learning Effective?
3. Information about Common Core
4. North Carolina Evaluation Materials
5. Beginning Teacher Program (BTP)
6. Falls Lake Information Session Presentation
7. Sample Students Handbook Table of Contents
8. Falls Lake Academy Compliance Checklist
9. Sample Behavior Form
10. Sample Staff Application
11. Sample Student Application
12. Insurance Quote

Appendix I
What is Project Based Learning?

What is PBL?

In Project Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations.



Rigorous, meaningful and effective Project Based Learning:

- **is intended to teach significant content.** Goals for student learning are explicitly derived from content standards and key concepts at the heart of academic disciplines.
- **requires critical thinking, problem solving, collaboration, and various forms of communication.** To answer a Driving Question and create high-quality work, students need to do much more than remember information. They need to use higher-order thinking skills and learn to work as a team. They must listen to others and make their own ideas clear when speaking, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations. These skills, competencies and habits of mind are often known as "21st century skills," because they are prerequisite for success in the 21st century workplace.
- **requires inquiry as part of the process of learning and creating something new.** Students ask questions, search for answers, and arrive at conclusions, leading them to construct something new: an idea, an interpretation, or a product.
- **is organized around an open-ended Driving Question.** This focuses students' work and deepens their learning by framing important issues, debates, challenges or problems.

- **creates a need to know essential content and skills.** Project Based Learning reverses the order in which information and concepts are traditionally presented. A typical unit with a “project” add-on begins by presenting students with knowledge and concepts and then, once gained, giving students the opportunity to apply them. Project Based Learning begins with the vision of an end product or presentation. This creates a context and reason to learn and understand the information and concepts.
- **allows some degree of student voice and choice.** Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase students’ educational engagement.
- **includes processes for revision and reflection.** Students learn to give and receive feedback in order to improve the quality of the products they create, and are asked to think about what and how they are learning.
- **involves a public audience.** Students present their work to other people, beyond their classmates and teacher – in person or online. This “ups the stakes,” increasing students’ motivation to do high-quality work, and adds to the authenticity of the project.

If we are serious about reaching 21st Century educational goals, PBL must be at the center of 21st Century instruction. The project contains and frames the curriculum, which differs from the short "project" or activity added onto traditional instruction. PBL is, "*The Main Course, not Dessert.*"

Why use PBL?

Students gain a deeper understanding of the concepts and standards at the heart of a project. Projects also build vital workplace skills and lifelong habits of learning. Projects can allow students to address community issues, explore careers, interact with adult mentors, use technology, and present their work to audiences beyond the classroom. PBL can motivate students who might otherwise find school boring or meaningless.

How is PBL used?

Some teachers use PBL extensively as their primary curriculum organizer and instructional method. Others use PBL occasionally during a school year. Projects vary in length, from several days to several weeks or even a semester. PBL can be effective at all grade levels and subjects, and in career/technical education, afterschool and alternative programs.

- From the Buck Institute for Education

Appendix 2
Is Project Based Learning Effective?

Does PBL Work?

There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn.

Research studies have demonstrated that PBL can:

- be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests.¹
- be more effective than traditional instruction for teaching mathematics,^{2,3} economics,⁴ science,^{1,5,6} social science,⁷ clinical medical skills,⁸ and for careers in the allied health occupations⁷ and teaching.⁷
- be more effective than traditional instruction for long-term retention, skill development and satisfaction of students and teachers.^{1,9,2}
- be more effective than traditional instruction for preparing students to integrate and explain concepts.¹⁰
- improve students' mastery of 21st-century skills.^{11,12}
- be especially effective with lower-achieving students.^{1,4,6}
- provide an effective model for whole school reform.¹³

As with any teaching method, PBL can be used effectively or ineffectively. At its best, PBL can be the catalyst for an engaging learning experience and create a context for a powerful learning community focused on achievement, self-mastery, and contribution to the community. At its worst, it can be a colossal waste of time for all concerned. The videos and tools in this web site will help you understand Project Based Learning and use it effectively. For more research on PBL effectiveness and use, please visit our research library.

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Appendix 3
Information About Common Core

NORTH CAROLINA ADOPTS COMMON CORE STATE STANDARDS

The North Carolina State Board of Education has adopted the Common Core State Standards, released earlier this week by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. With the adoption of these state-led education standards, North Carolina is in the first group of states to embrace clear and consistent goals for learning to prepare children for success in college and work.

"This is the first time that states have led an effort to create a common set of learning standards for our students," said State Superintendent June Atkinson. "North Carolina's own essential standards are well aligned with the math and English Common Core, and we look forward to the benefits these new standards will bring for our students. We also are excited about the opportunities the Common Core offers us to share professional development and best practices with our partner states."

North Carolina was one of the 48 states to participate in the state consortium led by governors and chief state school officers. Teachers, NC Department of Public Instruction (NCDPI) staff members and other groups have provided valuable feedback to the groups working since fall 2009 to write the Common Core standards on behalf of the state consortium. With the release of the Common Core, it is up to each participating state to formally adopt the Core and to plan their state's implementation.

"North Carolina is pleased to be one of the first states to adopt the Common Core," said State Board of Education Chairman Bill Harrison. "Our state has been a leader in the movement from the beginning because we believe that it makes sense to collaborate with other states that share our vision for clear and rigorous standards."

The new standards define the knowledge and skills students should have throughout their K-12 education careers so that they will graduate high school fully prepared for college and careers. The standards:

- are aligned with college and work expectations;
- are clear, understandable and consistent;
- include rigorous content and application of knowledge through high-order skills;
- build upon strengths and lessons of current state standards;
- are informed by other top-performing countries, so that all students are prepared to succeed in a global economy and society; and
- are evidence- and research-based.

Over the next two months, the State Board of Education and the NCDPI will receive public comment and create an operational rollout plan for the fall of 2012. Comments are being received at commoncore@dpi.state.nc.us. The full Common Core standards can be viewed at www.corestandards.org.

For more information, please contact the NCDPI Communications division at 919.807.3450.

About the North Carolina Department of Public Instruction:

The North Carolina Department of Public Instruction provides leadership to 115 local public school districts and 100 charter schools serving over 1.4 million students in kindergarten through high school graduation. The agency is responsible for all aspects of the state's public school system and works under the direction of the North Carolina State Board of Education.

For more information:

NCDPI Communications and Information, 919.807.3450.

Appendix 4
North Carolina Teacher Evaluation Materials

Professional Development Plan

School Year: _____ Year: 1 2 3 4 Career Status
 Lateral Entry: 1 2 3

Name: _____ Position/Subject Area: _____ School: _____
 Mentor: _____ Position/Subject Area: _____ School: _____
 (Required in the first three years for all beginning teachers)

<p>A. NC Professional Teaching Standards</p> <ol style="list-style-type: none"> 1. Teachers Demonstrate Leadership 2. Teachers Establish a Respectful Environment for a Diverse Population of Students 3. Teachers Know the Content They Teach 4. Teachers Facilitate Learning for Their Students 5. Teachers Reflect on Their Practice 	<p>Standard(s) to be addressed:</p> <p>Elements(s) to be addressed:</p>
---	--

B. Teacher's Strategies

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1:				
Goal 2:				

Teacher's Signature: _____ Mentor's Signature: _____ Administrator's Signature: _____
 Date: _____ Date: _____ Date: _____

Plan: Individual Monitored Directed

Professional Development Plan – Mid-Year Review to be completed by (date) _____

Teacher: _____

Academic Year: _____

C. Evidence of Progress Toward Specific Standards or Elements to be Addressed/Enhanced

--

D. Narrative

Teacher's Comments:	Mentor's Comments:	Administrator's Comments:
<p>Teacher's Signature: _____</p> <p>Date: _____</p>	<p>Mentor's Signature: _____</p> <p>Date: _____</p>	<p>Administrator's Signature: _____</p> <p>Date: _____</p>

Teacher: _____

Academic Year: _____

E. Evidence of Progress toward Specific Standards or Elements to be Addressed/Enhanced

F. Goal 1 was successfully completed YES NO
Goal 2 was successfully completed YES NO

G. Narrative

<p>Teacher's Comments:</p> <p>Teacher's Signature: _____</p> <p>Date: _____</p>	<p>Mentor's Comments:</p> <p>Mentor's Signature: _____</p> <p>Date: _____</p>	<p>Administrator's Comments:</p> <p>Administrator's Signature: _____</p> <p>Date: _____</p>
--	--	--

Links to NC Evaluation Tools

Evaluation Rubric: <http://www.dpi.state.nc.us/docs/profdev/training/teacher/individual/form-ready-rubric.pdf>

Summary Rating Form:

<http://www.dpi.state.nc.us/docs/profdev/training/teacher/individual/summary-rating.pdf>

Teacher Manual: <http://www.dpi.state.nc.us/docs/profdev/training/teacher/teacher-eval.pdf>

General Teacher Evaluation Page: <http://www.dpi.state.nc.us/profdev/training/teacher/>

Online Evaluation Page: <http://www.dpi.state.nc.us/profdev/training/online-evaluation/>

Appendix 5
Beginning Teacher Program Daft

BTS Program

Falls Lake Academy will have a Beginning Teacher Support Program (BTS) aligned with state requirements. The BTS program will be in place for teachers hired with SP I licenses and will consist of four components.

- I. Mentors
 - Each BT will receive a mentor prior to the beginning of each school year.
 - The mentor will be a teacher with at least 4 years teaching experience
 - The mentor will check in with the BT weekly and help with lesson plans and other issues as they arise
 - The mentor will observe the BT once annually
- II. Meetings
 - BTs and mentors will meet once per month to go over the BT teaching expectations and mentor standards
- III. Orientation
 - Each BT new to the school will get an orientation at the beginning of the year
- IV. Observations
 - Each BT will be observed 4 times per years using the NCEES
 - All documentation for the NCEES system will be entered into the online observation system through MCREL

Appendix 6
Falls Lake Academy Information Session Presentation

Falls Lake Academy

Public Forum

Board Members

- Andrew Peterson – Board Chairman
- Tracy Teal – Vice Chairman
- Tim Slaughter – Secretary
- Larry Vaught – Treasurer
- Bridget Tanner
- Stephanie Drowns
- Mandy Johnson

What Is A Charter School?

- A tuition free public school that operates independently of the county board of education.
- A group of people — educators, parents, community leaders, or others — write the charter plan describing the school's guiding principles, governance structure, and applicable accountability measures.
- The state funds the charter on a per student basis.

What Is A Charter School?

- Charter schools operate under an agreement between the state and the school: increased autonomy in exchange for increased accountability.
- Because they are schools of choice, they are held to the highest level of accountability — consumer demand.
- Any child from any county in North Carolina can attend our school.

Enrollment Lottery Plan

- Lottery – State regulated guidelines will be followed. Details can be attained from North Carolina Department of Public Instruction (DPI).
- As a public school we will serve any student selected through our lottery.
- Students are not separated by sex, race, ability, etc for the lottery - only by the grade for which they are applying
- A waitlist will be maintained to fill spots that become available during the year
- A new waitlist must be created each year

Mission Statement

- Falls Lake Academy seeks to create a challenging learning environment while striving to meet the academic, social, and emotional needs of our 21st century learners to prepare them for citizenship, leadership, and success in a rapidly changing world. Our school promotes a safe, orderly, caring, and supportive community. Each student's self-esteem is fostered by positive relationships with students and staff. ***We strive to have our parents, teachers, and community members actively involved in our students' learning.***

Falls Lake Academy

- **Basic Information:**
 - Located in Granville County, NC
 - Proposed opening in August 2013
 - Opening with 320 students in grades K-7 with future growth to K-12.
 - Provide optimized class size of 20
 - Site Location TBD
- **Focus:**
 - Educational Plan: Project Based Learning (PBL)
 - Fostering trust and team work within groups
 - Citizenship
 - Community service

Why PBL?

- Students gain a deeper understanding of the concepts and standards through their work with experiential, hands on projects.
- Projects also build vital workplace skills and lifelong habits of learning such as team work and public speaking.
- Projects can allow students to address community issues, explore careers, interact with adult mentors, use technology, and present their work to audiences beyond the classroom.
- PBL can motivate students who might otherwise find school boring or meaningless.

Timeline

- April 2012 - Application Submission
- July 2012 – Potential Interview with DPI
- September 2012 – Preliminary Approval Granted
- September 2012-March 2013 – Preliminary Planning Year Training
- March 2013 – Final Approval Granted
 - Lottery/Staffing/Facilities Begins
- August 2013 – School Opens For Students!!

How Can I Help?

- Please fill out public survey before you leave.
- “Like” our Facebook site at www.facebook.com/FallsLakeAcademy
- Please sign or write a letter of support.
 - Address to NC Department of Public Instruction and give to any board member.

Appendix 7
Sample Student Handbook Table of Contents

Falls Lake Academy Parent/Student Handbook

Table of Contents



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Appendix 8 Compliance Checklist

Falls Lake Compliance Checklist

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Update staff handbook					
Update student handbook					
Distribute benefits info to staff					
Collect staff contact info					
Current teaching certificates on-file					
Public lottery procedures followed					
1 fire drill per month scheduled /documented					
Emergency exit lights tested each month					
1 lockdown in rooms (spring)					
1 lockdown in halls (fall)					
Staff view bloodborne pathogens video					
Medical policies reviewed/updated					
Emergency procedure binders reviewed/updated					
Staff handbook received by all staff					
Fire/smoke codes met					
EC records current					
IEPs being met					
Cumulative folders are maintained					
Immunizations meet requirements					
Security plan reviewed/updated					
Board meeting dates are scheduled for year and posted					

Appendix 9
Sample Student Discipline Form

BASIN SCHOOL DISTRICT		ELEMENTARY DISCIPLINE ACTION FORM		GRADES K-6
Student's Name _____ School Year _____				
Student ID _____ Phone # _____				
Grade: K _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____		<u>Parent Contact Log</u> P--Phone R--Referral Sent C--Conference RS--Referral Signed Date _____		
Level 1 Minor Offenses Offense # _____	Level 2 Offense # _____	Level 3 Offense # _____	Level 4 Offense # _____	
<input type="checkbox"/> Failure to obey safety procedures <input type="checkbox"/> General disruption outside class <input type="checkbox"/> Refusal to do work <input type="checkbox"/> Horseplay/hitting <input type="checkbox"/> Littering <input type="checkbox"/> Picking up gravel <input type="checkbox"/> Name calling <input type="checkbox"/> Unauthorized area	<input type="checkbox"/> Disrespect/Defiance <input type="checkbox"/> Disruption/class after instructed to quit <input type="checkbox"/> Fighting <input type="checkbox"/> Fighting – provoking <input type="checkbox"/> Forging/destruction official school correspondence <input type="checkbox"/> Leaving the area, without permission <input type="checkbox"/> Reckless play <input type="checkbox"/> Scratching/spitting <input type="checkbox"/> Minor threat against students or staff <input type="checkbox"/> Throwing dangerous objects <input type="checkbox"/> Damaging another's property <input type="checkbox"/> Cheating/lying <input type="checkbox"/> Refusal to go to office <input type="checkbox"/> Obscene Language (major) <input type="checkbox"/> Pushing/spitting/kicking /tripping/pinching Second offense of Level 1	<input type="checkbox"/> Defiance(Persistent) <input type="checkbox"/> Bullying <input type="checkbox"/> Defacing/destruction of property \$15+ <input type="checkbox"/> Severe Fighting <input type="checkbox"/> Harassment, racial/ethnic <input type="checkbox"/> Leaving school grounds <input type="checkbox"/> Offensive touching <input type="checkbox"/> Scratching/biting people spitting <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Theft of money or property <input type="checkbox"/> Threat/students/staff/school <input type="checkbox"/> Harassment of person including staff <input type="checkbox"/> Second offense of Level 2	<input type="checkbox"/> Severe threat <input type="checkbox"/> Severe violence against staff or students <input type="checkbox"/> Weapon (Dangerous) <input type="checkbox"/> Second offense of Level 3	
Date of Offense and Consequences _____				
TO BE COMPLETED BY ADMINISTRATOR OR DESIGNEE				
Actions: 1. Parent/Student Conference 2. Assigned specific duties as punishment 3. Excluded from privileges or recess 4. Detention 5. Verbal Warning 6. Written Assignment 7. Student/Teacher Contract 8. In-house suspension 9. Out of school suspension 10. Other _____				
Location: C--Classroom B-- Bus CA--Cafeteria H--Halls P--Playground R--Rest Room O--Other				
<u>Date</u>	<u>Level</u>	<u>Location</u>	<u>Consequence</u>	

Appendix 10
Sample Student Application

Falls Lake Academy Application for Admission

Part One: Student Applicant

Student Applicant's Full Name _____
Last First Middle

Preferred Name _____ Ma Fe

Home Address _____

City _____ State _____ Zip _____

Home Telephone Number (_____) _____ - _____ EMAIL: _____

Age _____ Date of Birth _____

Anticipated **2013 – 2014** Grade Level (Circle One) K 1st 2nd 3rd 4th 5th 6th 7th

Current School _____

Part Two: Parent(s) or Guardian(s)

Name _____ Relationship to Student _____
last first middle

Address _____

Name _____ Relationship to Student _____
last first middle

Address _____

I, the undersigned, understand that if any information entered on the application is not true, the application becomes null and void. (box must be checked)

Parent/Guardian Signature: _____ Date: _____

Falls Lake Academy admits students without regard to race, sex, disability, color, religion, national, or ethnic origin.

Appendix 11
Sample Staff Application

Falls Lake Academy Application For Employment

Personal Information

Please print clearly

Name _____
Last Name First Name Middle/Maiden Name

Present Address _____
Street City State Zip

Telephone (_____) _____ - _____

Mobile Telephone (_____) _____ - _____

Email _____

Position Applying For _____ (If Teacher) Grade/Subject Desired _____

Do you hold a valid North Carolina Teachers License? No Yes - please provide a copy with application

Issue Date _____ Expiration Date _____ Years of teaching experience _____

Areas in which you are certified to teach _____

Other states in which you hold a valid teacher license/certificate _____

Are you legally eligible for employment in the United States? Yes No

Date available to begin employment _____ / _____ / _____

Please attach a resume and any other information you wish to share with us at this time.

**Appendix 12
Insurance Quote**

INSURANCE PEOPLE

Below are the estimated annual premiums Falls Lake Academy

Property Premium Estimate **\$1,000**

Contents	\$200,000
Deductible	\$1,000
Form	Special

General Liability Premium Estimate **\$6,552**

Rating Basis:

Students	320
Faculty	25

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate
School District & Educators Legal Liability	\$1,000,000 per occurrence \$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

Fidelity Bond Estimate **\$332**

Limit	\$250,000
-------	-----------

Auto Premium Estimate **\$181**
Hired & Non Owned Autos Only
Limit of Liability \$1,000,000

Head of Class Endorsement **\$82**

Workers Compensation Premium Estimate **\$5,378.00**
Statutory State- SC
Employers Liability \$500/\$500/\$500
Payroll Estimate \$1,143,000

Umbrella Premium Estimate **\$2,387**
Limit of Liability \$1,000,000

TOTAL ESTIMATED PREMIUM **\$15,912.00**

Student Accident Coverage \$7.00 per student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail.. Please read the policy forms for specific details of coverage



1920 Front Street, Suite 750, Durham, N.C. 27705 P.O. Box 3006, Durham, N C 27715-3006
Phone (919) 383-0442 Fax (919) 382-3378

IX. SIGNATURE PAGE

The foregoing application is submitted on behalf of Falls Lake Academy. The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name:

Position:

Signature: _____

Date:

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires: _____, 20_____.